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ABSTRACT

Developed as part of an ethnic heritage studies program, this teacher's guide presents learning activities designed to facilitate an awareness of cultural pluralism for lower elementary students. Each activity is intended as part of a foundation for cultural understanding. Thirteen topics are covered: uniqueness of the child, contributions of other countries, uniqueness of families, basic biological needs, career development, contributions of ethnic groups, pluralism, personal experiences, ancestors, non-biological needs, respect, prejudice, and feelings. Suggested learning activities include group discussion, interviewing, story telling and story completion, recipes, letter writing, poetry, songs, bulletin boards, coloring and paper cutting activities, making a family tree, studying famous people, and puppet plays. It is organized so that each page can be removed and copied for classroom use. (CK)

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•SUPPLEMENT•

Multi-Ethnic Activities

ED174556

~LOWER~ ELEMENTARY

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Ethnic Heritage Studies Program

S011 905

INDIANA UNIVERSITY
at South Bend

Indiana, University of, At South Bend
Bloomington, Indiana
"Ethnic Heritage Study Program Project"

INTRODUCTION

As American education changes, more alternatives and divergent views become apparent. This prospective represents the most crucial issue for lower-elementary students where a proper foundation must be laid. Equally important to lower elementary teachers is the new emphasis placed on culturally pluralistic curriculum materials. For the first time, a number of organizations have come together to develop, adapt and disseminate materials to be used in our schools. The activity cards developed by the Indiana University's Ethnic Heritage Studies Program is an attempt to facilitate an awareness of cultural pluralism on the lower elementary level.

The many games and activities represent our efforts to meet needs of the lower elementary school teachers that deal with pluralism in the classroom. An examination of the many opinions found in the activities will give teachers and students the broad exposure needs for dealing with diverse persons and cultures.

Richmond Calvin, Ed.D.
Director, Ethnic Heritage
Studies Program

ACKNOWLEDGEMENTS

Many of the activities included in this Activity Card Packet were adapted from the following two sources:

1) Kovac, Roberta, and Richard Schwier, and Elaine Stein. Kaleidoscope: Activities, Ideas, & Sources for Multi-Cultural Education. Bloomington, Indiana: Office of Instructional Services & Development. 1974.

2) Cummings, Marlene A., Comp. Individual Differences: An Experience in Human Relations for Children. Madison, Wisconsin: Madison Public Schools. 1974.

We sincerely appreciate the efforts of the authors of those resources in originally compiling this information.

Sincere thanks is also due Elizabeth R. Potia, a researcher for the Ethnic Heritage Studies Program. Betty diligently sorted through many activities and wrote most of the objectives for these activities. Without her dedication, this part of the project could not have been completed.

Donna M. Golinick
Curriculum Director

TABLE OF CONTENTS

The materials in this supplement correspond to the Activity Cards for the Lower Elementary Level. These materials can easily be removed and copies made in student quantity on copying machines.

The materials within this supplement do not have page numbers. Each concept is separated from the next concept by a goldenrod sheet of paper. The activities within each concept are in alphabetical order.

The materials included here are found in the following order:

Uniqueness of the Child: I Am an American
Me Book (8 pages)
Who Is Important?

Contributions of Other Countries: We All Scream for Ice Cream
Where in the World Did that Come From? (2 pages)
What Are American Foods (2 pages)

Uniqueness of Families: Bobby Stickyard's Most Valuable Lesson (2 pages)
Let's Find Out about Our Families (2 page

Basic Biological Needs: What Keeps the Members of the Human Family Alive (2 pages)

Career Development: Poems, Songs, Bulletin Boards (5 pages)

Contributions of Ethnic Groups: Famous Person of the Week (2 pages

Pluralism: Color Us American (12 pages)
Color Us American: Recipes (3 pages)

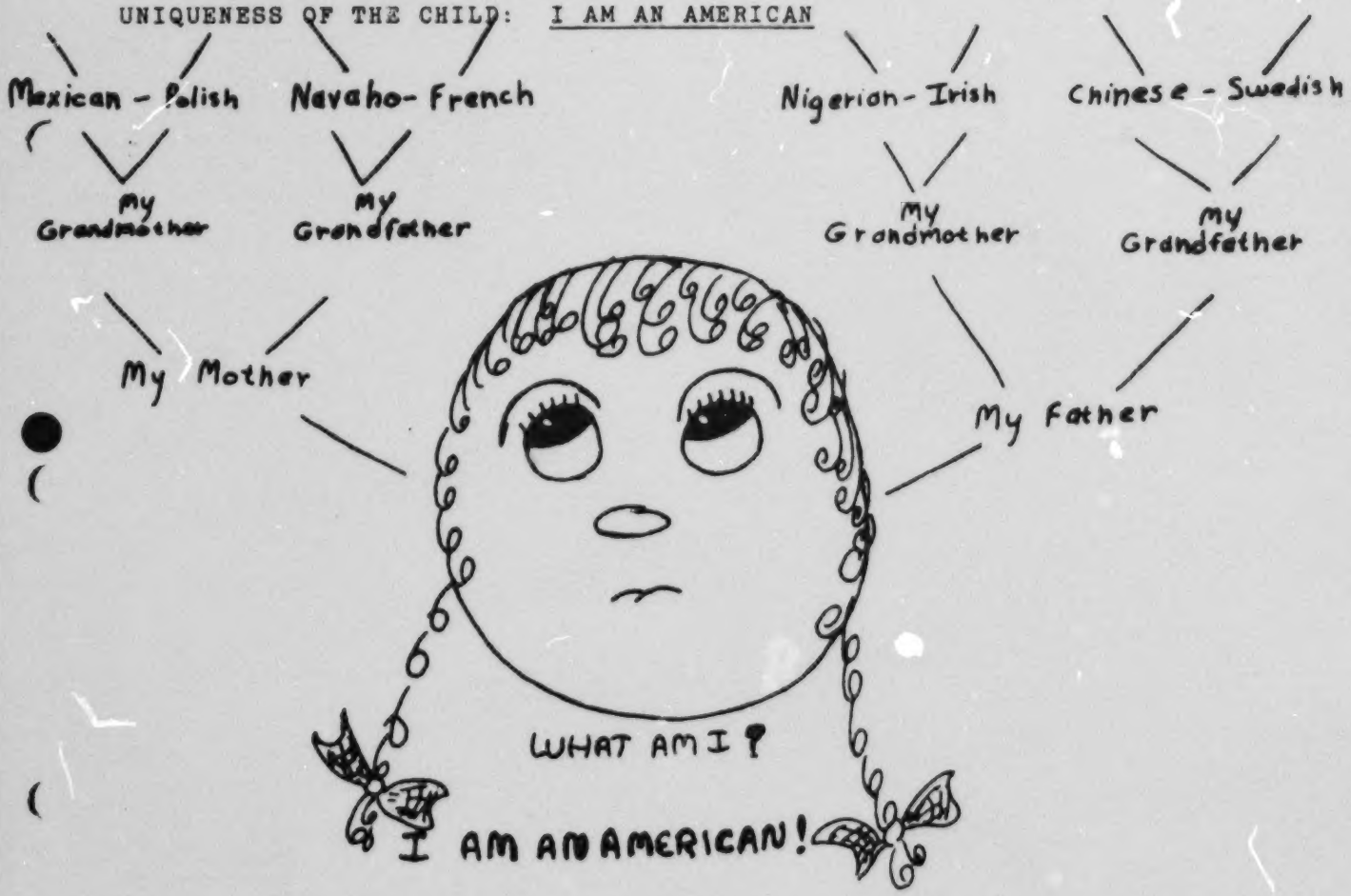
Personal Experiences: A Fable About Trees (2 pages)

Ancestors: Family Tree
From Places Near and Far (4 pages)
Where Did My Ancestors Come From?

Non-Biological Needs: The Body Has Inside Needs (2 pages)
Our Civil Rights (3 pages)

Respect: Fatso, Tubby and Lard (3 pages)
Making Friends
Purr Words, Snarl Words
Puppet Play: I'M O.K., You're O.K. (5 pages)
Respect and Disrespect
Sharing Time
You're Unique, I Respect You so...

UNIQUENESS OF THE CHILD: I AM AN AMERICAN



TOTALLY

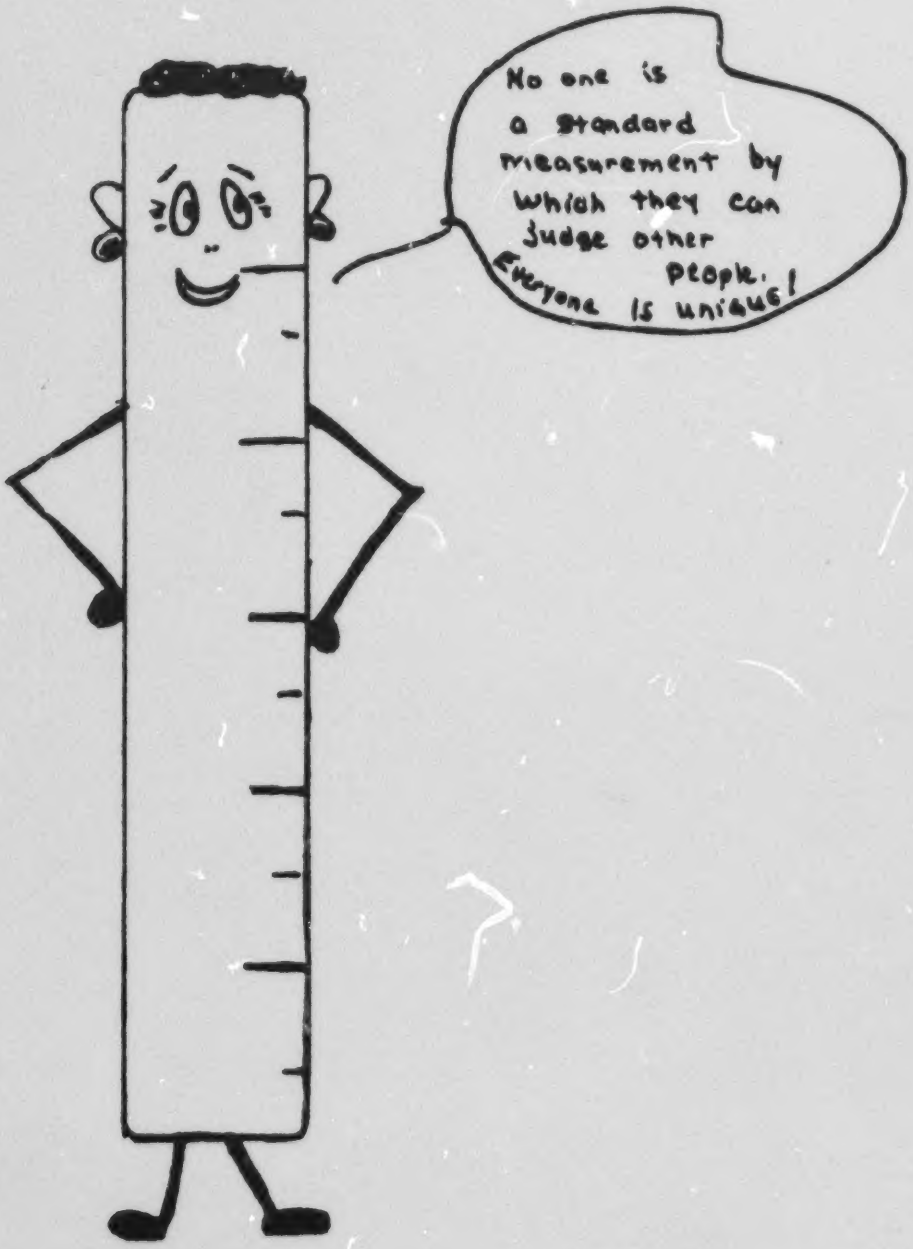
UNIQUELY

AND

ESPECIALLY

ME

UNIQUENESS OF CHILD: ME BOOK



Ask the class if they know what a reporter is. Discuss a reporter's job. Tell them that they will be reporters interviewing themselves, and that each reporter will give a report to the class on himself. Help the class draw up questions for the interviewing and then ditto them off for taking

home. Each child then makes a "press" badge to wear home. This will make them totally enthusiastic to do the interviewing with Mom's help, of course. When the questionnaire is returned, help the child if necessary in presenting himself to the class. The teacher could read the question and the child the answer. Save the questionnaire for the "Me Book." It may be difficult at 1st grade level to get the children to come up with the interview questions at first - but once they hear a few suggestions from the teacher they get rolling. A sample from one first grade class follows.

The following pages could be added to the "Me Book".

My favorite color is _____.
(Teacher fills in the color and the child draws anything he wishes in his favorite color.)

My favorite food is _____.
(Child draws his favorite food)
Teacher writes in the name.

My favorite book is _____.
(Child draws his favorite book)
Teacher writes in the name.

My special word is _____.
Child or teacher writes in the word or words.

My favorite person in the neighborhood is_____.
(Child draws - Teacher writes the name.)

My favorite person at school is _____.
(Same as above)

The thing I do best is _____.
(Same as above)

The thing I am practicing is _____.
(Child draws - teacher writes the name.)

The person I like to be alone with is _____.
(Same as above)

My favorite toy is _____.
(Same as above)

The thing I like to do most is_____.
(Same as above)

I weigh _____pounds.
I am _____inches tall.
I am just me_____.
Here is my thumb print

(Teacher weighs and measures each child but does no comparison as the thing to stress is "I am just me.")

Here I am - a baby.

Here I am now.

(Children bring if possible two snapshots)

I was born in _____.
(Teacher writes in the country or state and child draws its outline using an atlas.)

The cover is made with construction paper. Each child receives a shiny piece of foil which will reflect his image. The foil is pasted on the paper and "I'm Unique" could be written over the foil in crayon by the child and his name below the foil.

UNIQUENESS OF CHILD: ME BOOK

Sample Interview Form for "Me Book"

1. What is your name?
   My name is _____.

2. Where were you born?
   I was born in _____.

3. What do you like to do?
   I like to _____.

4. What's your favorite thing to eat?
   My favorite thing to eat is _____.

5. How many sisters and brothers do you have?
   I have _____ sisters and _____ brothers.

6. When is your birthday?
   My birthday is _____.

7. How old are you now?
   I am _____.

8. Where do you live?
   I live at _____.

9. What's your favorite storybook?
   My favorite storybook is _____.

10. What's your favorite show?
    My favorite show is _____.

11. What's your favorite animal?
    My favorite animal is _____.

12. What's your best movie star?
    My best movie star is _____.

13. What's your favorite thing to ride?
    My favorite thing to ride is _____.

14. What's your favorite thing to drink?
    My favorite thing to drink is _____.

15. What's your favorite thing to play with?
    My favorite thing to play with is _____.

16. What is your telephone number?
    My telephone number is _____.

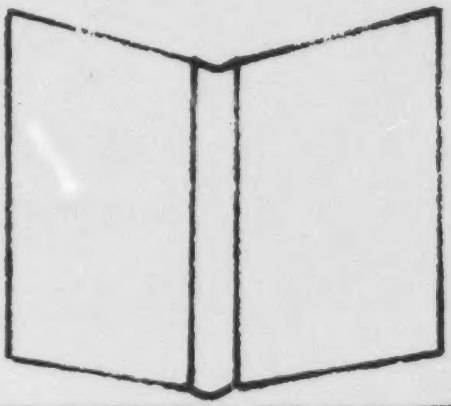
The class of children decided on these questions.

ME BOOK

Name_____
I was born in -__

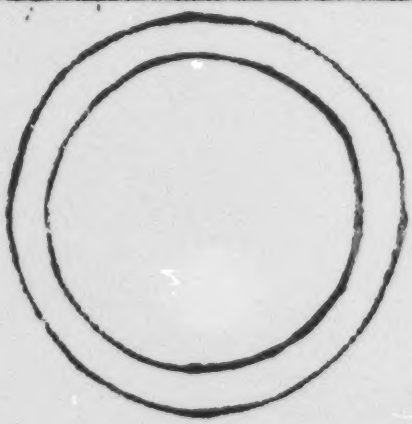
The teacher writes in where the child was born. The child can use an atlas and draw the state or country.

Name_____
My special book is-



If necessary the teacher writes the name on the book. The child illustrates the cover.

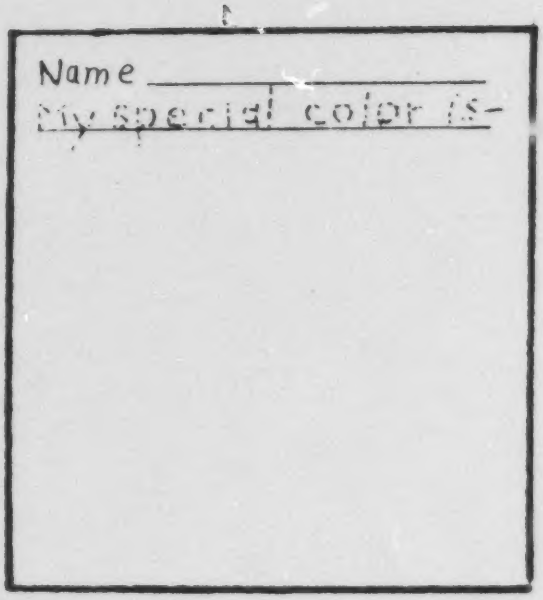
Name_____
My Special food is-



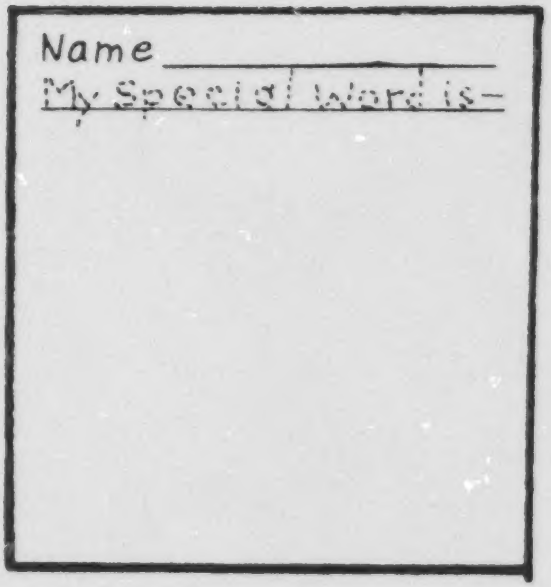
The child draws his favorite food. The teacher writes the name of the food if necessary.

Name_____
My special toy is -

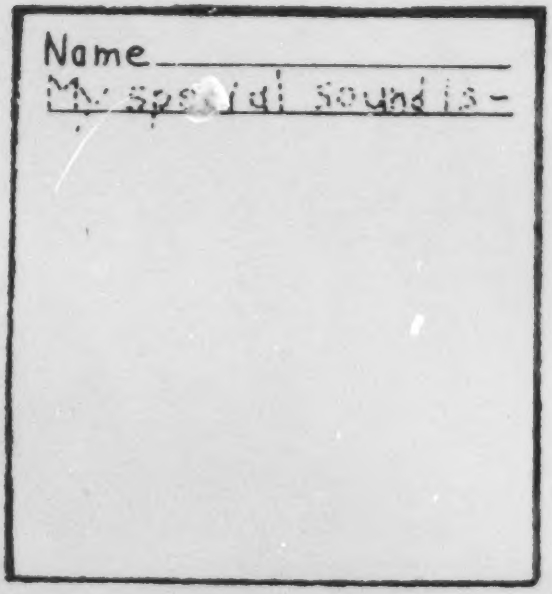
The child draws a favorite toy.



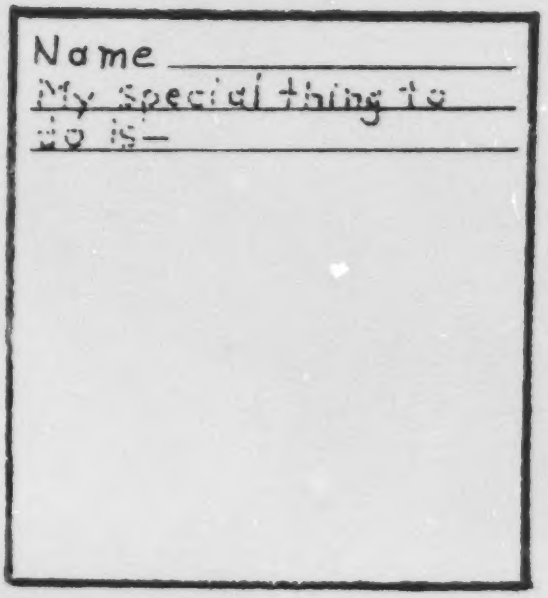
The child writes in a favorite color. The child can draw an object in the favorite color.



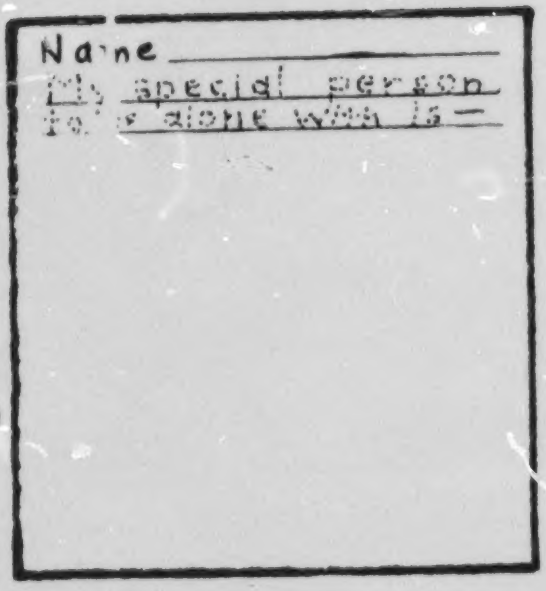
The child writes his or her special word. The word can be illustrated if possible.



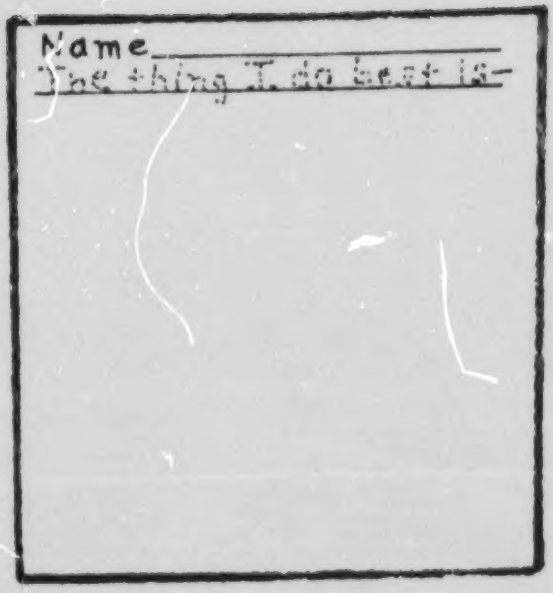
The child writes his or her special sound. An object can be drawn that makes that sound.



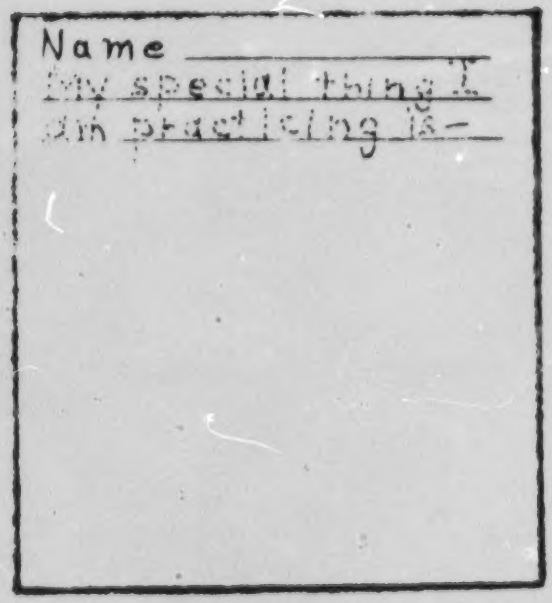
The child can write and draw about his or her special thing to do.



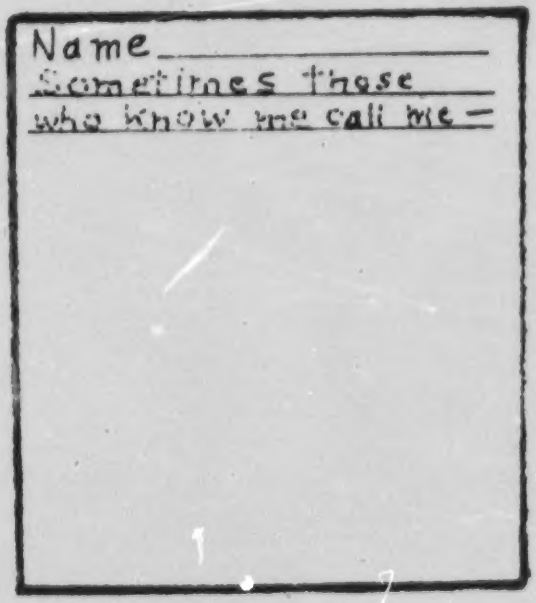
The child writes and draws about his or her special person to be alone with.



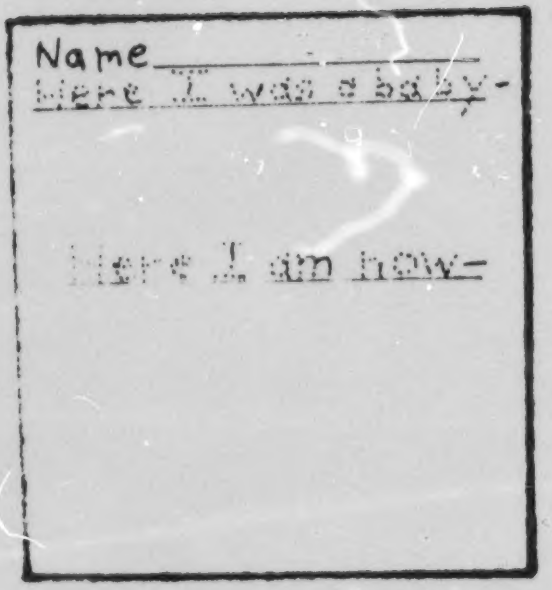
The child writes and draws the thing he or she does best.



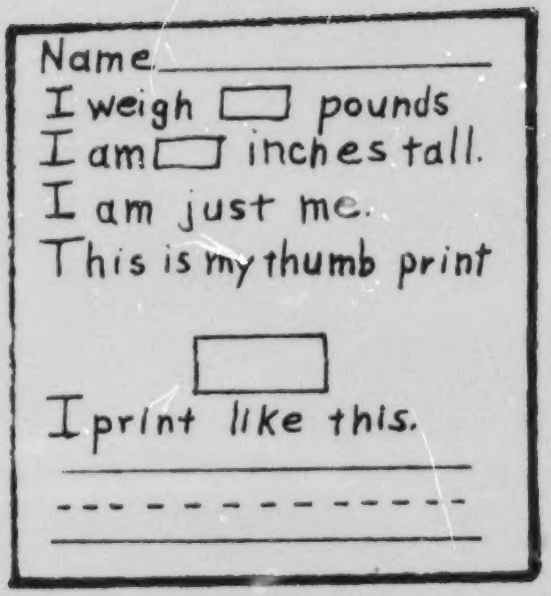
The child writes and draws the special thing he or she is practicing.



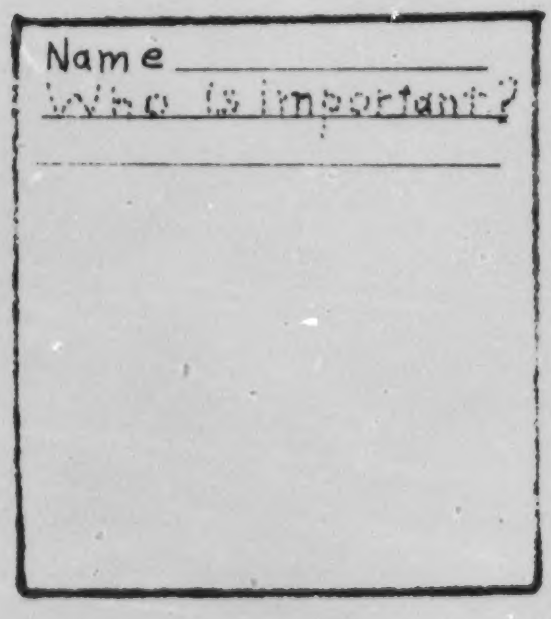
Child names his or her nickname.



Each child brings a baby picture, if possible, and a picture of the way he or she looks now.



The teacher weighs and measures each child. An ink pad is used to make the thumb print. The child makes a writing sample on the bottom line.



Children draw the answer to the question.

UNIQUENESS OF THE CHILD: WHO IS IMPORTANT? (Story by Lynne Moore)

Mary Winters raced into the house from school one spring afternoon, slammed the front door (which her mother never liked), helped herself to a big glass of lemonade, and then plopped herself on the living room floor with a magazine. Mary was in the 4th grade now, and when she wasn't busy doing homework, she like to look through magazines at pretty clothes and think of all the lovely outfits she herself had.

Mary's mother, Mrs. Winters, soon came into the living room and smiled as she watched Mary leafing through the magazine "Mary," said Mrs. Winter, "How was your day?" "Great," answered Mary. "Mom, come and loo at this cute pant suit," continued Mary all in one breath.

Mother went over and sat next to Mary and they both admired the pant suit and other articles of clothing. "Wow, Mom, I bet pink would be a good color for me. We need to find something pink for me. I don't have anything pink."

Mrs. Winters enjoyed buying for Mary and was always happy to see her little girl taking such an interest in clothes.

Suddenly, Mary said, "Mom, a new girl enrolled in our class today. But Mom, she is a mess." "Oh," answered mother, a little confused by her daughter's description. "Well," continued Mary, "she just, I mean, oh Mom I may as well say it, her clothes are awful. Do you know what she wore today? This was her first day and Linda, that's her name, had on old pants which were too short for her with knee patches. I am sure her shirt was a boy's shirt, and it didn't even match her pants. I was so embarrassed when Mr. Lee asked me to be her big sister and show her around school. I thought I would die."

"What is she like," asked mother softly as she wondered if she had ever talked with Mary about differences in the way people dress.

"I told you Mom, she is a mess." Didn't you two talk," continued Mom. "What is she like?" "Mr. Lee only said I was to show her around," quipped Mary. "He didn't say I had to talk to her. Anyway she really doesn't talk right. I said to her, Linda this is the girls' restroom" and she said, "I was wondering where the washroom was." "I mean really Mother, WASHROOM, and I have to be her big sister. I feel like crying."

"Mary, I think you and I need to talk about th___" But Mary interrupted before Mother could finish. "I forgot to tell you the worse part. Linda gets a green luch ticket - a green lunch ticket! "What's wrong with a green lunch ticket?" asked mother. "Kids who can't afford hot lunch get a green ticket so that they can have lunch free. What is she doing at our school if she can't even afford to buy lunch? There I sat having lunch with a green lunch ticket girl! Oh, ick@" We hardly give green lunch tickets at Melody School. No one needs them here. Linda just isn't going to fit in."

Mother took Mary by the hand and led her to the kitchen table where they sat down. "Mary, said mother, let's talk about people."

ICE CREAM RECIPES

American Ice Cream

6 eggs
2 cups sugar
1 can evaporated milk
3 teaspoons vanilla
milk

Beat eggs well. Blend in sugar. Add evaporated milk and vanilla. Pour into ice cream freezer and add milk to about 3 inches from the top. Freeze in salt and ice pack.

Philadelphia or Plain Ice Cream

4 cups cream, thin
3/4 cup sugar
1¼ teaspoons vanilla
1 pinch salt

Mix ingredients, stirring to dissolve sugar. Freeze, using an 8:1 ice and salt mixture. Ten servings, ½ cup each.

Coffee Ice Cream. Dissolve 1 to 1½ tablespoons instant coffee in 2 tablespoons hot water, and add to cream. Complete as for Philadelphia Ice Cream.

Grapenut Ice Cream. Soak 1 cup Grapenuts in cream 15 minutes before mixing Philadelphia Ice Cream.

Nut Ice Cream. Before freezing add 1 cup finely chopped nuts to Philadelphia Ice Cream.

Peppermint Stick Ice Cream. Substitute ½ pound crushed peppermint stick candy for sugar and vanilla in Philadelphia Ice Cream. A little pink coloring may be added if desired.

Peanut Brittle Ice Cream. Substitute ½ pound crushed peanut brittle for sugar in Philadelphia Ice Cream.

Crumb Ice Cream. Add 1 cup cookie or graham cracker crumbs to Philadelphia Ice Cream.

American Ice Cream (Custard Foundation)

1 egg or 2 egg yolks, slightly beaten
½ cup sugar
1 pinch salt
1 cup milk, scalded
2 cups cream, thin
1½ teaspoons vanilla

Make a Soft Custard of egg, sugar, salt, and milk. Add caramel, and cool. Add cream and flavoring. Freeze, using an 8:1 ice and salt mixture. Twelve servings, ½ cup each.

CONTRIBUTIONS OF OTHER COUNTRIES: WHERE IN THE WORLD DID THAT COME FROM?

kites - uncertain: Archytas, 00-?00 BC, Greece?
General Han Sin, 206 BC, China?

baseball - probably a combination of English games "rounder" and "cricket"

football - from soccer (England, 11th centruy)
ancient Greeks played a similar game called harpastum

Encyclopedia of Sports - Frank G. Menke

clock - sundial - Babylon 2000 BC
water clock - China 1000 BC

ink - Egypt and China before 2600 BC

paper - China (105 AD, Tsai Lun)

printing - China, more than 1000 years ago (on cut wooden blocks, movable type (on clay) - 1045 AD, Pi Sheng (Chinese printer)

paint - cave dwellers 50,000 years ago, Europe
wide variety of colors probably first used by Egyptians 8000 years ago

magnetic compass - China, 960 AD

gunpowder (first used as fireworks) - China, 900 AD

porcelin dishes - China 618 AD

World Book Encyclopedia
Colliers Encyclopedia
Encyclopedia Americana

ferris wheel - George Ferris, American engineer, 1893

our school system - Greece

Olympic games - Greece

canned food - Nicolas Appert, France

CONTRIBUTIONS OF OTHER COUNTRIES: WHERE IN THE WORLD DID THAT COME FROM?

parachute - Jacques Garnerin, France, 1797

calendar - Rome, Italy - Developed by Pope Gregory in 1582.

circus - Rome, Italy

bricks - Babylon (raq)

roses - Babylon (Iraq)

plow - Egypt

cat - Egypt

train - England

baby carriage - England

coffee - Abyssinia, North Africa

donkey - Asia, bred and tamed in Abysinia

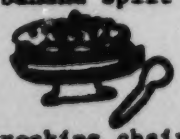
microscope - Janssen, Netherlands

roller skates - Netherlands

rubber balls - South American Indians

hammock - South American Indians

banana split - America (walnuts - Asia and Europe see Activity for rest of ingredients' origins)

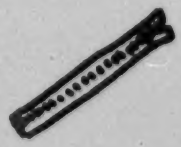


Who Gave Us. . . - Madeleine Gekierc

rocking chair - Benjamin Franklin, U.S.

McCormick reaper - 1831, Cyrus McCormik and Jo Anderson, a black slave

safety pin - Walter Hunt, 1849, U.S.



zipper - Whitcomb Judson, U.S., 1893

elevator - Elisha Otis, about 1880, U.S.

frozen food - Clarence Birdseye, 1925, U.S.

TV - Vladimir Zworykin, American from Russia

American Inventions - Leslie Waller

CONTRIBUTIONS OF OTHER COUNTRIES: WHAT ARE AMERICAN FOODS

wheat - probably first cultivated in Asia (Mesopotania - now Iraq) more than 6700 years ago

World Book Encyclopedia
Colliers Encyclopedia
Encyclopedia Americana

butter - probably India - mentioned in 800 AD

yeast and yeast bread - Egypt

How Do They Make It? George Sullivan

apples (wild) - SW Asia, near the Caspian and Black Seas

apricots - China

banana - SW Asia, probably India

cranberry - Native American

grapes (cultivated) - Egypt

cherry (the species of it we eat) - mountains of SW Asia to SE Europe

grapefruit (wild pomelo) - Malaya or Indonesia

lemon, lime, orange - SE Asia (oranges first cultivated in China before 2200 BC)

olive - Syria

peach - China, before 2000 BC

pear - SW Asia and SE Europe

pineapple - South America, probably Brazil

plum - Europe and Asia

sherbet - Persia (Iran)

watermelon - Africa

What's In The Names of Fruits - Peter Limburg

potato, sweet potato - South American Indians

peanuts - Brazil, Uraguay, Paraguay

beans of many varieties - Native Americans from Chile to Canada

tomatoes - South and Central America, several thousands of years ago

corn - SW North America, cultivated by Native Americans

peppers (hot or sweet) - South and Central America

CONTRIBUTIONS OF OTHER COUNTRIES: WHAT ARE AMERICAN FOODS

AMERICAN MENUS

maple sugar, syrup - Native Americans, NE North America

squash, pumpkin - cultivated by North American Native Americans

sunflower seeds - cultivated by North American Native Americans

turkey, Inca dog, muscovy duck, guinea pig, llama, bees - domesticated by North and South American Indians
(dogs probably originally came from Asia)

Foods the Indians Gave Us - Wilma and R. Vernon Hays
(includes recipes adapted from Native American methods)

jello - gelatin first mentioned in 1682, France, Denis Papin
gelatin dessert patent obtained by Peter Cooper, 1845 (USA)

potato chips - Native American chef, George Crum, Saratoga Springs, New York, 1853

pretzels - an Italian monk, Middle Ages

Why Did They Name It...? - Hannah Campbell

Story: Bobby Stickyard's Most Valuable Lesson

Bobby Stickyard attended school many many years ago. Everyone got along very well in Bobby's room. There was every possible kind of person you could think of in this room. There were children with blonde, black, brown and red hair, short, tall and medium sized children, some wore tennis shoes, some did not. The children came in many skin colors, some with freckles and some without. As I said before, any difference you could think of was right there in Bobby's room. They all got along very well because these children knew that people just come that way - all different. They knew it and respected it.

One night Bobby had a bad dream. He dreamed he turned into a yardstick. And because yardsticks are made to measure things, Bobby thought he should use himself to measure other children. He even began to refer to himself as the yardstick man.

While he was still dreaming, Bobby went to school, as the yardstick man, and began to chant the following poem over and over.

"Oh, I'm the yardstick man
the yardstick man
and I'm the way that everyone
else should be.

Something is wrong -- yeh -- what is wrong
If I'm the way everyone else
Should be --
Then you're all too short --
You're all too skinny --
Your lips are too thin --
And your ears too small.

What is this and what is that
Your hair is too straight and much too light.
But most of all what about your skin --
You're all too light -- Yes, that's it
What is the matter? What is the cause?
Don't you eat right?
Don't you play in the sun?

Oh me -- oh my and me my, my,
I really struggle and I really try
To find someone
Just one someone
Exactly the way that people should be
And that is just like ME.

Because
I'm the yardstick man, the yardstick amn
And I'm the way that everyone else should be."

Can you imagine how the other children felt when he either said his poem or parts of it when he was talking to them about their differences? If you guessed that he was soon called names and finally left alone to talk and play by himself, then you guessed right. He was ever so lonely. It seems the word "too" got him

into a lot of trouble. Before he woke up, he heard the children shouting at him:

> "When you turn into a person again and stop using that word - too - when you're talking about one of our differences, we will play with you. Until then, you do not deserve to have any friends. We do not feel sorry for you."

After a very restless night, Bobby woke up. At first he couldn't believe all of that had been a dream but when his mother called to see if he was getting ready for school, he knew everything was all right.

When Bobby got back to school that morning, his teacher asked if they had learned any valuable lessons since school the day before. Bobby quickly said, "he certainly had." He added, "People are not yardsticks to measure other people because all people are different."

Discussion Sparklers

Do you know of any children who think of themselves as yardsticks?

What kind of things do they do?

Do you think children always think when they call another person names because of differences?

Have any of you ever been called names because of your differences?

How did it feel?

Sample Parent Letter

Dear Parents,

As you know, we have been studying the Human Family. We would like to invite one parent or both parents to visit school and share with us your family's experiences. We hope to gain through your visit that each family brings to the Human Family its own culture and background of experiences that must be respected.

If you are able to visit, we would like you to center your discussion around the following:

1. size of family (You may want to include grandparents, aunts and uncles, etc.)
2. places the family has lived
3. foods and activities that are special to your family (perhaps some of your family's special foods and activities can be traced to past generations)
4. holidays celebrated by the family
5. favorite outings that have been most enjoyed by the family
6. humorous family situations
7. a problem that the whole family had to help solve
8. how your child is like you and how your child differs (This comparison could be made using grandparents, aunts or uncles.)
9. why you think it is important that all families be proud of their background
10. whatever else you would like to include--pictures and/or slides could also be brought in if desired

These times are the most convenient for us, but we can change our schedule to accommodate any parent. We have already discussed with the children the fact that some parents may be too busy to visit, and we understand if you are unable to drop in.

Teacher lists convenient times.

Thanks so much for your cooperation.

Sincerely,

Mr.
Mrs. _____
Ms.

I will be able to visit on _____.
Please assign me a date. I will, will not, need a slide projector.

Parent's signature _____.

UNIQUENESS OF FAMILIES: LET'S FIND OUT ABOUT OUR FAMILIES

Dear Mr., Mrs., Ms. _____

We are so happy you can come to tell us about your family.

You indicated that you could come on _____.

We have assigned you this date _____.

We are looking forward to seeing you.

Mr.
Mrs. _____
Ms.

Suggested letters

Dear _____,

The weather here is so warm. On hot days the apartment seems so stuffy that yesterday my family and I decided to have a picnic. My brothers and I had to do our home jobs before leaving. I got the garbage out and dusted the furniture. My dad hugged me and said that both my jobs were done well.

We picked a fantastic place to picnic, and it was good to breathe in the cool air. We had all kinds of good foods like chicken, potato salad, watermelon and kool-aid. After eating we played football and I learned a new way of passing the ball. I found a water fountain and I drank 5 glasses of water after the game! It tasted even better than the kool-aid and anyway the water is probably better for me. In a little while I got sleepy but my mother was talking to friends and wasn't ready to go. Boy was I crabby about that, but I guess she has a right to have fun also. So I found some place nearby to sleep. Soon my mother awakened me and asked if I was tired. I nodded my head to say yes--isn't it funny how sometimes talking isn't always necessary to tell something? I was lifted by my dad and carried home and tucked in my own little bed.

What a day!

Your friend,

Diane

Dear _____,

It is the rainy season here in my village, and it rains almost every day for a period of time. My grandfather and father and other people of the village are working in the vegetable and rice fields. Grandmother and mother are giving my two little brothers a bath in the river. It is my job to take the cows to a grassy spot each day. My mother says that I do this very well now so I got to teach my sister how to herd the cows. Do you know that she learned to do this faster than I? Maybe it's because she likes animals better than I.

Last night we had a village dinner to celebrate the birth of a new baby. The rain had made the air so fresh. It felt marvelous to take deep breaths of it. There were lots of good foods like rice, fish and fruit. Our fish and rice are cooked with many peppery sauces. You would have needed plenty of clay bowls of good river water to cool your tongue if you had been here for dinner. Water is the best drink in the world.

After dinner we sang songs in our language and danced. One of my friends can't hear or speak. But he keeps up with the beat of the music by watching others, and when he needs to tell us something, he just uses his hands. We talk back to him with our hands.

Once some children were making fun of my friend. At first I was embarrassed to say that I had ever played with him. But I thought, he has the right to join in our activities too even though he has one other difference that some of us don't have.

After the celebration we all went to our homes. Did I ever tell you about our house? It is not as large as yours, but it works out well for us. It has one room with a mat for sleeping for each of us. The roof is pointed and slanted so that the rain can just run right off. We feel so snug in our house.

Well, it is time to take the cows home.

Love,

Prapan

Reinforcement: SONGS

Clap, clap, clap your hands
Clap your hands together
Clap, clap, clap your hands
Show us that you're unique.
(To the tune of "Clap, Clap, Clap Your Hands")

If you're unique and you know it
Clap your hands.
If you're unique and you know it
Clap your hands
If you're unique and you know it
Then you really ought to show it.
If you're unique and you know it
Clap your hands.
(To the tune of "If You're Happy and You Know It.")

My face is just me
My face is just me
Hi Ho the Derry 'O
My face is just me.
(To the tune of the Farmer in the Dell")

I can only be me
I can only be me
Hi Ho the Derry 'O
I can only be me
(To the tune of "The Farmer in the Dell")

I have a unique friend
I have a unique friend
Hi Ho the Derry'O
I have a unique friend

One child is chosen by the teacher and then the two continue the song by singing:

We have two unique friends
We have two unique friend
Hi Ho the Derry 'O
We have two unique friends.

Two other join and the singing continues with:

We have three unique friends, etc.
(Three other join)

The singing continues until everyone is standing.

Are you unique? Yes, I am unique.
Are you unique? Yes, I am unique.
John Jones Look at me
John Jones Look at me.
(To the tune of Are you Sleeping, Brother John)

Reinforcement:

Children like positive remarks written on their work papers. To reinforce the unique concept the teacher can write: "You are Unique" or "You are apecial," or "Isn't it geat to be you?", "I like you as you" etc.

Reinforcement: Bulletin Boards

Title: "I'm Specials, You're Special"

Display Charlie Brown, Lucy and Linus. They each are to be stati= ing a different comment regarding uniqueness - "You are you." "There's no one like you," "Be pround to be you." The children then draw themselves and cut out the drawing. The drawings are displayed with each having its own speech balloon. Each child must give some statement on uniqueness to be written in the balloon.

Title: "Who is Important?"

Have children cut out pictures from magazines of people. Provide a variety of magazines and encourage the children to locate as many different "people packages" as possible - tall people packages, short, old, etc. Display the pictures in a collage effect. Add a small mirror and write near the mirror - "Look in here to see who is important."

Bulletin Board: "I am Thankful to Be Me"

This bulletin board could be used at Thanksgiving time or any time of the year. Each child makes himself engaged in an activity that is unique for him. For example, he may make himself reading a book, or feeding pet fish. The pictures are labeled and displayed.

Bulletin Board: "We're All One!"

Make a big dove (like the Unicef dove). Make figures of children ranging from the lightest of brown to the darkest of brown sitting on the dove. The title "We're All One" means we all belong to the human family. (Children on the dove should also be different sizes.)

From Free to Be album by Marlo Thomas

Don't dress your cat in an apron
Just cause he's learning to bake.

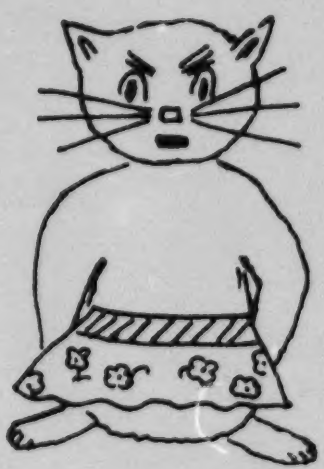
Don't put your horse in a nightgown
Just cause he can't stay awake.

Don't dress your snake in a moo-moo
Just cause she's off on a cruise.

Don't put your whale in galoshes
If she really prefers overshoes.

A person should wear what he wants to
And not just what other folks say.

A person should do what he wants to.
A person's a person that way.



CAREER DEVELOPMENT: POEMS, SONGS, BULLETIN BOARDS

Me by Ruth Dana Pedersen

I have a special kind of smile
A special kind of talk
I hold my head a special way
And I've a special walk.
My laughing always sounds like me.
No one sings like I sing
I have a special kind of way
of doing everything
For I'm a special person.
There's no one quite like me
And if I had a choice I guess
I'd
just
choose
being
me!

Poem - Just Me by Margaret Hillert

Nobody sees what I can see,
For back of my eyes there is only me.
And nobody knows how my thoughts begin,
For there's only myself inside my skin.
Isn't it strange how everyone owns
Just enough skin to cover his bones?
My father's would be too big to fit --
I'd be all wrinkled inside of it.
And my baby brother's is much too small --
It just wouldn't cover me up at all.
But I feel just right in the skin I wear,
And there's nobody like me anywhere.

Creative Stories: Developed by Marcella Krahn and Lynne Moore

The following are stories that can be put on the board and the children copy and complete. It is helpful if the children discuss the stories orally and share if they wish what they will write.

Once I didn't tell the truth.
I said_____
I didn't tell the truth because_____
_____

I wanted to run away.
I was so mad.
I was mad because_____
I didn't run away because_____

CAREER DEVELOPMENT: POEMS, SONGS, BULLETIN BOARDS

Sometimes people say STUPID.
That word hurts.
Not all people know the same things.
Here is one thing I do not know about_____

Sometimes people say FATSO.
That word hurts.
They mean some other person is bigger.
I am bigger than_____

Some people say WEIRD.
Weird just means different.
Everyone is different.
Here we are.
(Children make pictures of world differences).

People can hurt others when they don't think.
Thinking of others is love.
Sometimes I forgot to think of others.
Here is what happened.

It is conference time.
My mom or dad will come to school.
My teacher will say_____
My mom will say_____

I'll be grown up soon.
When I grow up I want to be_____
I want to be that because_____
The best part of the job will be_____

Sometimes I just do things I know I should not do.
I should not_____
I do it because_____
Then_____

People have rights.
People have responsibilities.
I have the right to_____
I have the responsibility to _____

Everybody has problems.
We must solve problems.
At home the problem was_____
I solved it by_____

Native Americans: Charles Curtis, U. S. Vice President (Herbert Hoover's presidency)

Sequoia - the only person in history to invent an alphabet

Ada Deer - Menominee leader who successfully worked for the passage of the Menominee Restoration Bill

Billy Mills - Sioux; Gold Medal, Olympics; worked at BIA in Education; Junior Chamber of Commerce Man of the Year.

see Indians of Today by Marian Gridley for additional information.

Japanese Americans: Minoru Yamasaki - architect, designed many buildings, including Minneapolis Starr Building

Seiji Ozawa - conductor, one of the youngest people to conduct many of our leading symphone orchestras

Patsy Takemato Mink - U. S. Congresswoman from Hawaii

Daniel Inouye - U. S. Senator for Hawaii (lost one arm during World War II)

Chinese Americans: Ieoh Ming Pei - architect, designed J.F.K. Memorial Library in Boston

Gerald Tsai - founder and president of Manhattan Fund (Wall Street)

Dr. Chien Shiung Wu (woman) - one of the most famous physicists in the world; professor at Columbia University

Dong Kingman - water color artist (his paintings hang in over 40 museums and art galleries in the U.S., including Metropolitan Museum of Art and Chicago's Art Institute)

Puerto Rican Americans: Roberto Clemente - baseball star, humanitarian

Herman Badillo - U.S. Congressman from New York

Francisco Oller - artist, founded drawing and painting schools in San Juan; many of his works are displayed in European museums and galleries

Lolà Rodriguez Deiio (woman) - poet, author of Puerto Rico's national anthem

Mexican Americans - Cesar Chavez - NFW leader

Joseph Montoya - U. S. Senator from New Mexico

Trini Lopez - musician

Romona Acosta Banuelos - 34th Treasurer of the United States

CONTRIBUTIONS OF ETHNIC GROUPS: FAMOUS PERSON OF THE WEEK

Black Americans - Dr. Martin L. King, Jr. - Civil Rights leader who lost his life attempting to bring about peace between Black, and white people. He wanted equality for all people.

Harriet Tubman - Risked her life to save many Blacks who were held in slavery.

Mary McLeod Bethune - started a teacher college in Florida so that Black people who were denied entrance to college could attend.

Dr. George Washington Carver - famous scientist of all times. Known for many products produced from peanuts.

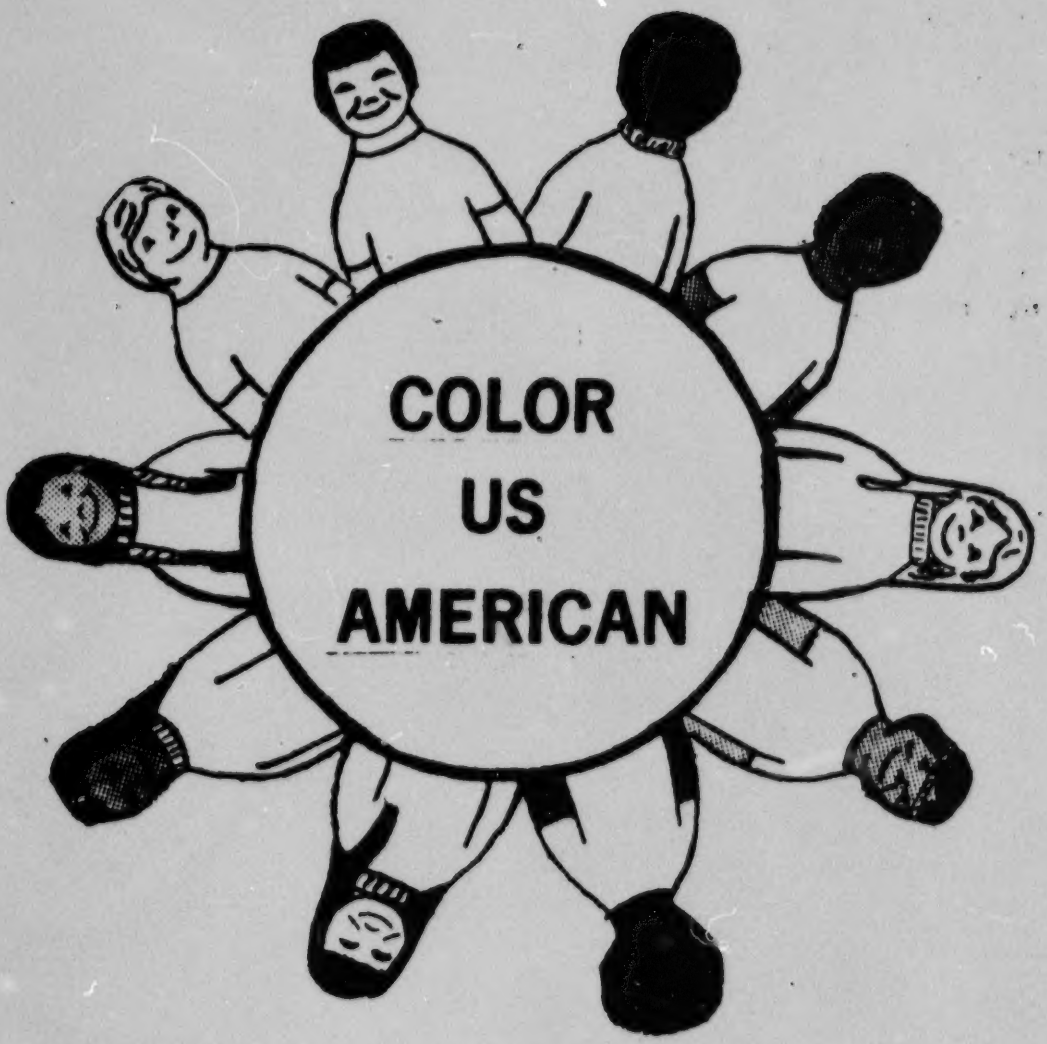
Jewish Americans - Dr. Jonas Salk - perfected the vaccine against polio

Albert Einstein - mathemetician, physicist, astronomer, Nobel Prize, Physics, 1921.

Irving Berlin - song writer

Leonard Bernstein - symphony conductor

PLURALISM: COLOR US AMERICAN



This coloring book was designed to help children grow in understanding of themselves and other persons as individuals and as members of groups within the society. What a child feels, what they do, and how they are influenced by both their individual nature and the groups to which they belong.

Department of Human Relations
Madison Public Schools

Compiled by:
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Edited & Illustrated by:
Phyllis Schwartz, Teacher Randall Elementary School

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My name is Margaret Bychinski.
I am an American.

My ancestors came from Poland and Germany long ago. Poland and Germany are countries in Europe.

I am wearing a dress like that worn in some parts of Poland for special occasions.

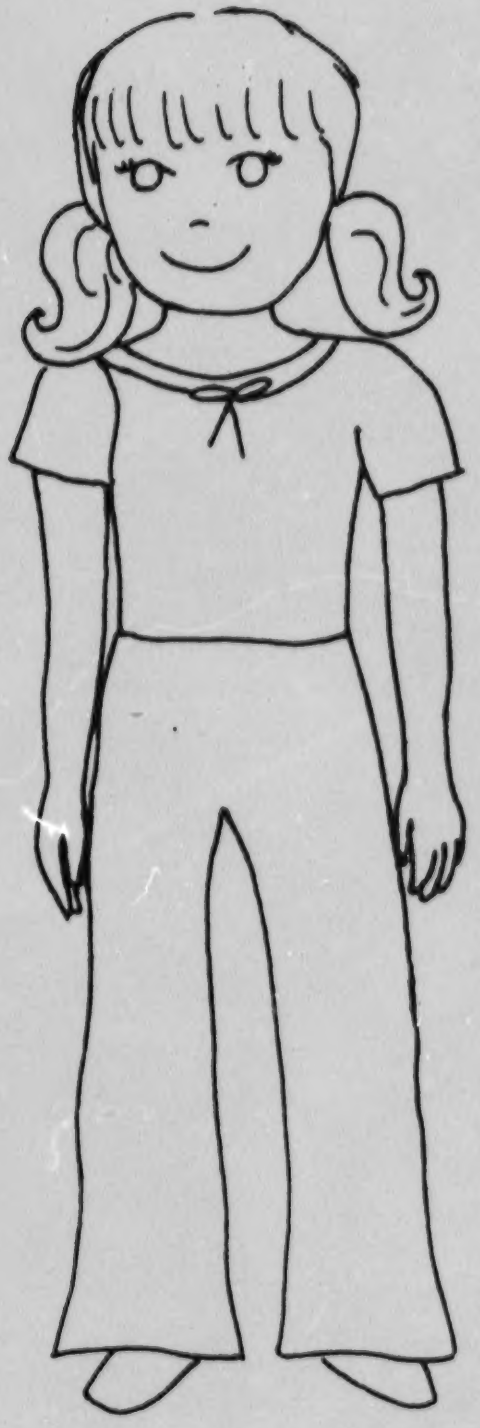
Here's Margaret in a special Polish dress.

Hi! Here I am again! Now I'm wearing my favorite everyday clothes.

Pierogi is one of my favorite Polish foods. It is a dumpling filled with meat. The recipe was brought from Poland by my great-great-grandmother many years ago.

Edmund Muskie is a famous Polish American. He is a senator from the State of Maine. He helps to make laws for our country.

Margarethe Schurz was a famous German American woman. In 1857 she started a kindergarten in her home in Watertown, Wisconsin. It was one of the first kindergartens in America.

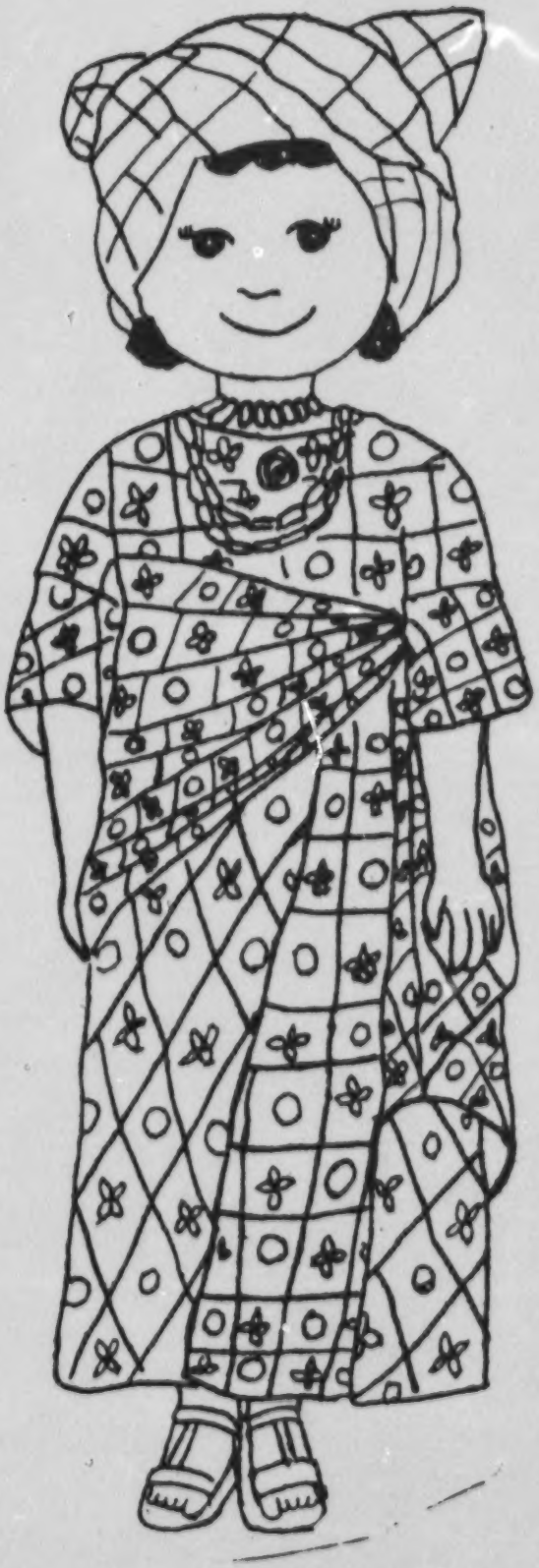


Here's Margaret in her everyday clothes.

My name is Kemi Smith.
I am an American.

My ancestors came from Africa long ago.

I am wearing clothing like that worn in Nigeria. Nigeria is a country in Africa.



Here's Kemi in a special Nigerian dress

Kemi-Kimmie

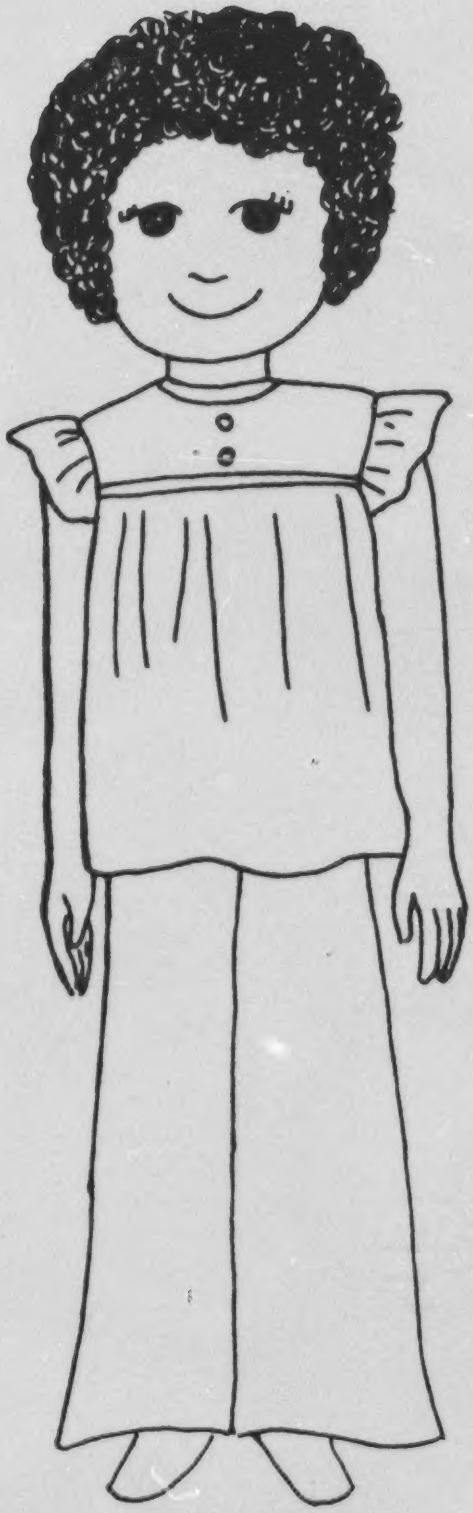
Hi! Here I am again!
Now I'm wearing my favorite everyday clothes.

I like to eat *Meat Pie. It is a pastry filled with meat and spices. After it is fried, it can be eaten hot or cold.

When my great grandparents came from Nigeria long ago, they brought a recipe for meat pie with them.

Mary McLeod Bethune was a famous Black American. She believed in education for all people so she started a teacher's college for black people who wanted to become teachers. At that time, there were not many colleges for black people.

Dr. Martin L. King was a famous Black American. He tried to bring peace between people in America. He won the Nobel Peace Prize.



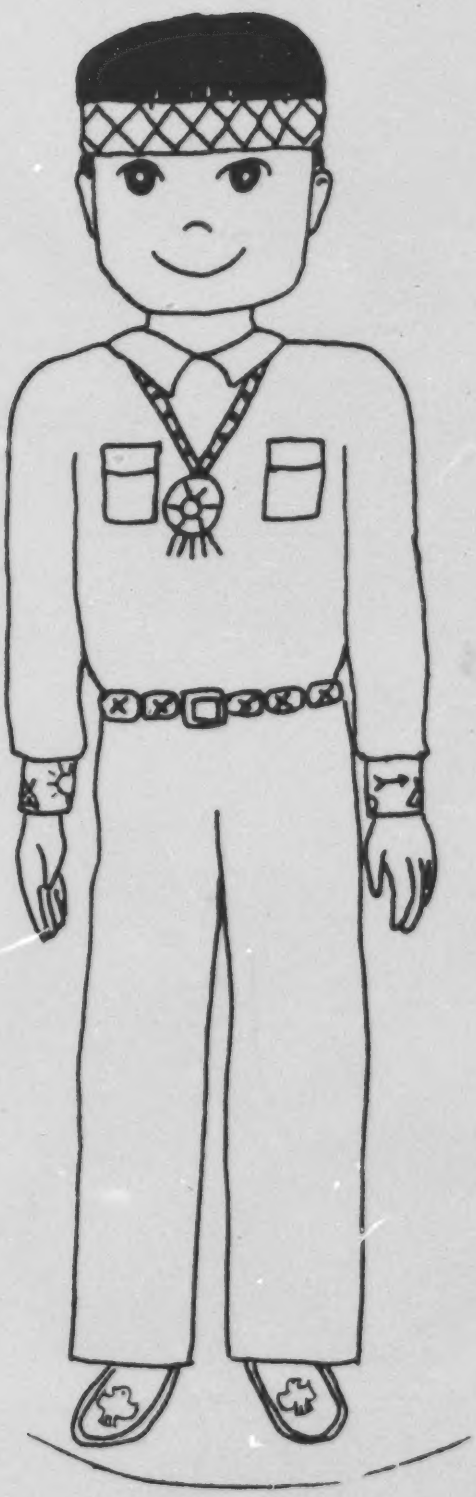
Here's Kemi in her everyday clothes.

*A Nigerian dish.

My name is Ben Yazzie.

I am a Native American. My ancestors were the first people in America.

There are many groups of Native Americans. I belong to the Navaho group.



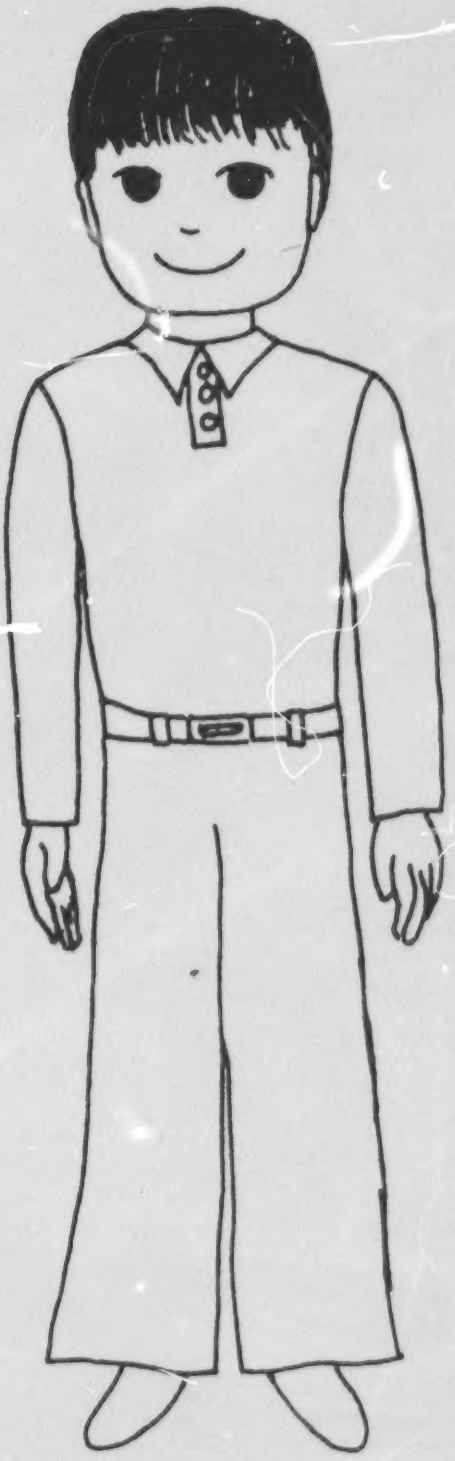
Here's Ben in special Navaho clothing.

Hi! Here I am again. Now I'm wearing my favorite everyday clothes.

I like Navaho fry bread. Sometimes I wrap it around meat.

Annie Wauneka is a famous Navaho person. She worked hard to teach Navaho people about good health. She received the National Medal of Freedom.

Dr. Taylor McKenzie was the first Navaho medical doctor. His grandfather was a Navaho medicine man.

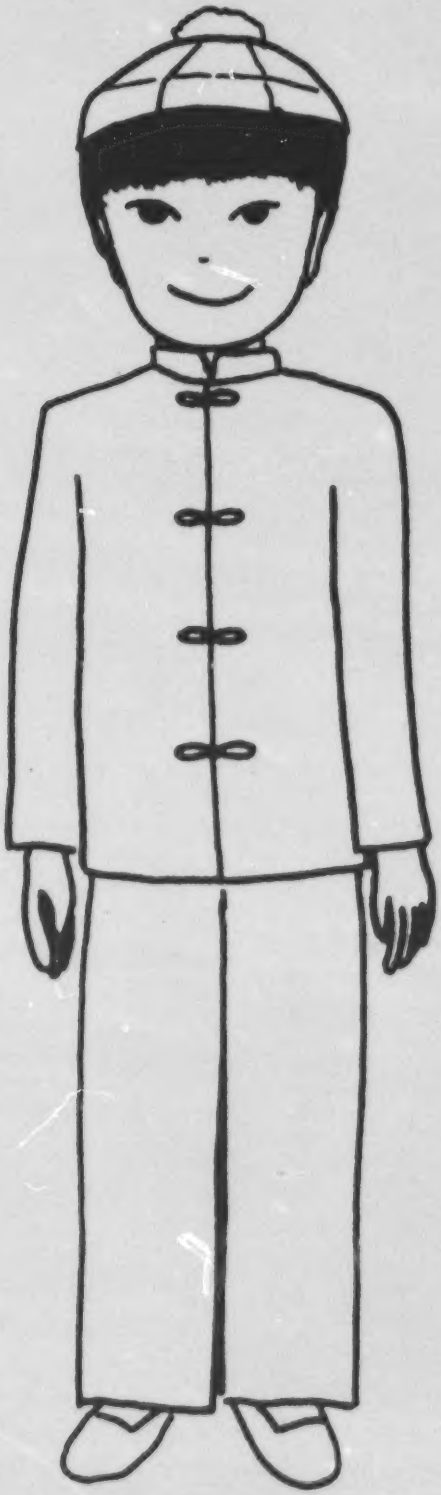


Here's Ben in his everyday clothes.

My name is Mike Ching. I am an American.

My ancestors came from China long ago. China is a country in Asia.

For special holidays I sometimes wear this Chinese clothing.



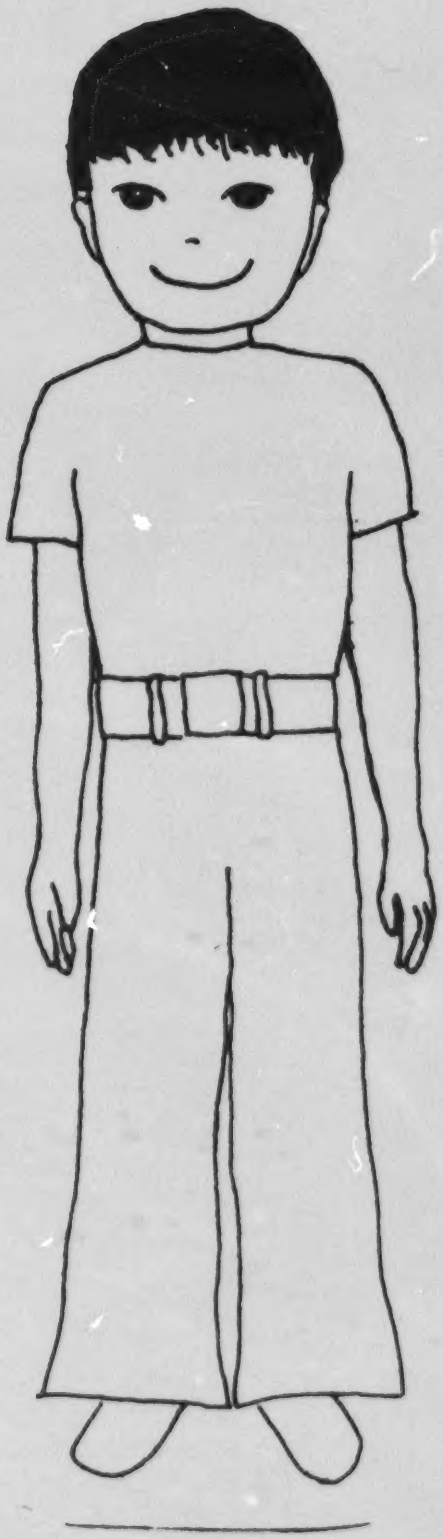
Here's Mike in special Chinese clothes.

Hi! Here I am again. Now I'm wearing my favorite everyday clothes.

I like to eat won ton. It is a dumpling filled with meat. It can be boiled or fired. My great-grandparents brought a recipe from China long ago.

Dr. Tsung Dao Lee is a famous Chinese American. He is a scientist who won the Nobel Prize in Physics in 1957.

Dr. Chien-Shiung Wu is a famous Chinese American woman. She is a physics professor at Columbia University.



Here's Mike in his everyday clothes.

My name is Martin Gonzales.
I am an American.

My ancestors came from Mexico.
Mexico is a country in North America.

Some people in Mexico dress like this.

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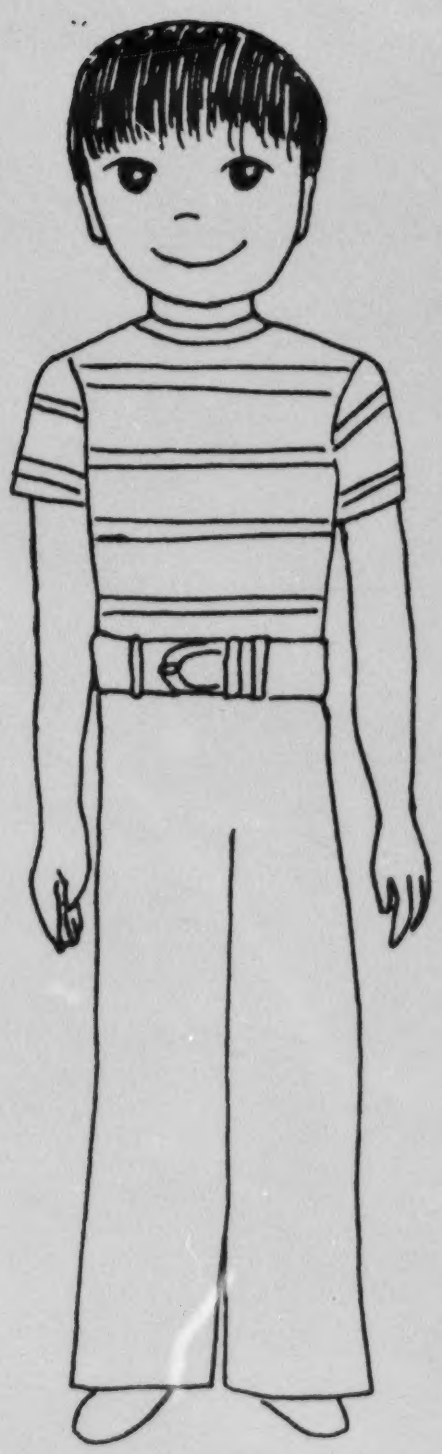
Here's Martin in special Mexican clothing.



Hi! Here I am again. Now I'm wearing my favorite everyday clothes.

Have you ever eaten enchilada concarne? It is a thin corn pancake wrapped around meat. My great-grandparents brought a recipe for enchilada concarne from Mexico.

Cesar Chavez is a famous Mexican American. He helped Chicano farm workers to form a group to get better working conditions.

Ramona Acosta Banuelos is a famous Mexican American woman. She was the 34th Treasurer of the United States. Can you find her name on American paper money?

Here's Martin in his everyday clothes.

RECIPES FROM OF DISHES MENTIONED IN COLOR US AMERICAN

NAVAHO FRY BREAD

4 cups flour
1 tblsp. baking powder
1 teaspoon salt
2 tblsp. powdered milk
1½ cups warm water

Mix with hands until the mixture is soft. Take a ball of dough and pull and pat it, forming a flat cake.

Melt 1 cup lard or other shortening in a frying pan. Brown cake on both sides.

Serve with stew, fried mutton, jam, honey, or syrup.

"Yah-a-tay" Scholastic FIVE FAMILIES Filmstrip

PIEROGI

Filling:

1 pound lean raw ground beef
1 egg
1 tsp. salt
1/8 tsp. pepper
½ tsp. onion juice

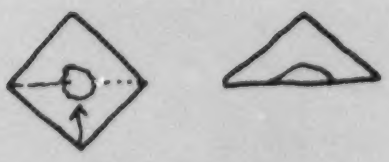
Mix together

Noodle Dough:

1 egg, beaten
2/3 cup. flour
¼ tsp. salt

Add to egg to make a stiff dough. Amount of flour may vary slightly.

Knead well. Let stand ½ hour. Roll very thin. Let stand 1 hour or more. Cut into 1½" squares. Put 1 tsp. filling in center of square. Fold in half to make a 3-corner pocket. Press edges together well. Cook in boiling soup or salt water for 15 minutes.



Family recipe - Margaret Jacoby

WONTON

Filling:

½ pound ground pork
4 shrimps, finely chopped
2 tsp. soy sauce
1-2 stalks green onion, chopped fine
4-6 water chestnuts, chopped fine
1 tsp. finely chopped chung choi
(salt turnip)
or
¼ tsp. salt

Mix together

Wrappers:

2 cups flour
1 egg
1/3 cup water

Mix. Add to flour. Mix knead about 5 minutes. Cover with damp cloth. Let stand ½ hour.

Roll very thin on a board sprinkled with cornstarch. The dough is very stiff and difficult to roll. Cut into 3" squares.

(Wrappers may be purchased frozen at International House of Foods, West Gorham Street, Madison, Wisconsin)

Place 1 tsp. of filling in center of wrapper. Fold as shown.

overlap corners and seal with water

Fried: Deep fry in hot oil until golden brown.

Boiled: Put into rapidly boiling water. When water boils again, add 1 cup cold water. When water boils a third time, cover pan, remove from heat and let stand 5 minutes. Serve in chicken broth.

Wrappers - Joyce Chen Cookbook
Filling - family recipe - Phyllis Ching Schwartz

ENCHILADAS CON CARNE

2 large tomatoes, peeled and chopped with a pinch of sugar
1 clove garlic, minced

Mix. Saute 5 minutes in 2 tblsp. shortening. Add 1½ tsp. salt and pepper to taste.

12 totillas - Brown on both sides in 2 tblsp. shortening.

1 large onion, minced
1 pound meat, cooked and minced
¼ cup grated cheese
Oregano

Place tomato, onion, and meat in the center of each tortilla. Roll. Top with cheese and oregano. Serve with lettuce wedges and tomato slices.

THE ART OF MEXICAN COOKING by:
Jan Aaron and Georgine Sachs Salem

MEAT PIE RECIPE

1½ lb. ground beef or diced pieces of beef
½ tsp. salt

Boil until done then drain liquid from meat.

2 cups flour
½ tsp. baking powder
½ tsp. butter (optimal)
¼ cup water

Sift flour and baking powder together. Blend in butter. Add water and mix until not sticky.

Roll flour out flat and cut into pieces 2-3 inches wide. Place ground or diced beef pieces into center of dough. Roll, then bend edges so rolls are secure (toothpicks may be used to insure that rolls will stay intact).

Fry in hot oil until golden brown or bake in hot oven at 350° until golden brown for about 30 minutes.

Contributed by Rita Abulaka
Igala, Nigeria

A FABLE ABOUT TREES

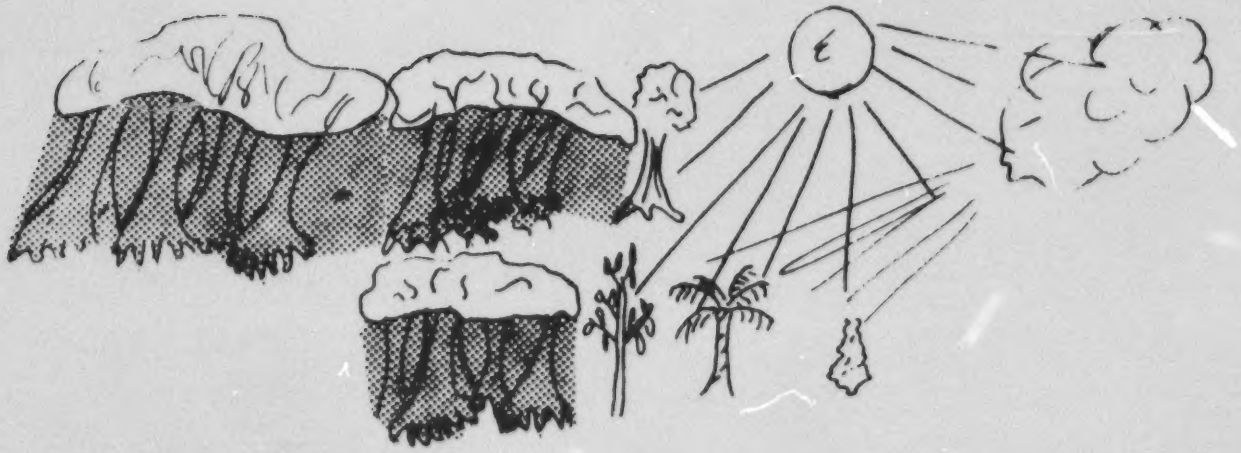
by
Corinne Stoddard

When the forest grew it was beautiful. The trees were Oak, Maple and in some parts of the forest there were Coconut trees and Palm trees. The trees were healthy, sharing the food from the soil, the oxygen from the air, the cleansing of the rain, the growth powers of the sun.

One day there came other trees to this forest. They were indeed trees like the forest trees but they wanted more than their share of the soil, the air and everything that the forest had accepted naturally and every tree according to its need.

The other trees insisted there was only one way of doing things and it was their way. Soon the trees all bent the same way, roots fought for soil to claw into, they shaded out the sun for those trees who needed it and choked the breath out of others. They were all doing things the same way - the way the other trees made them - and the forest was no longer beautiful.

On the edge of the forest where the other trees hardly noticed were a few trees that could reach the sun, air and knew what the forest had become. What could they do to make it beautiful once again?

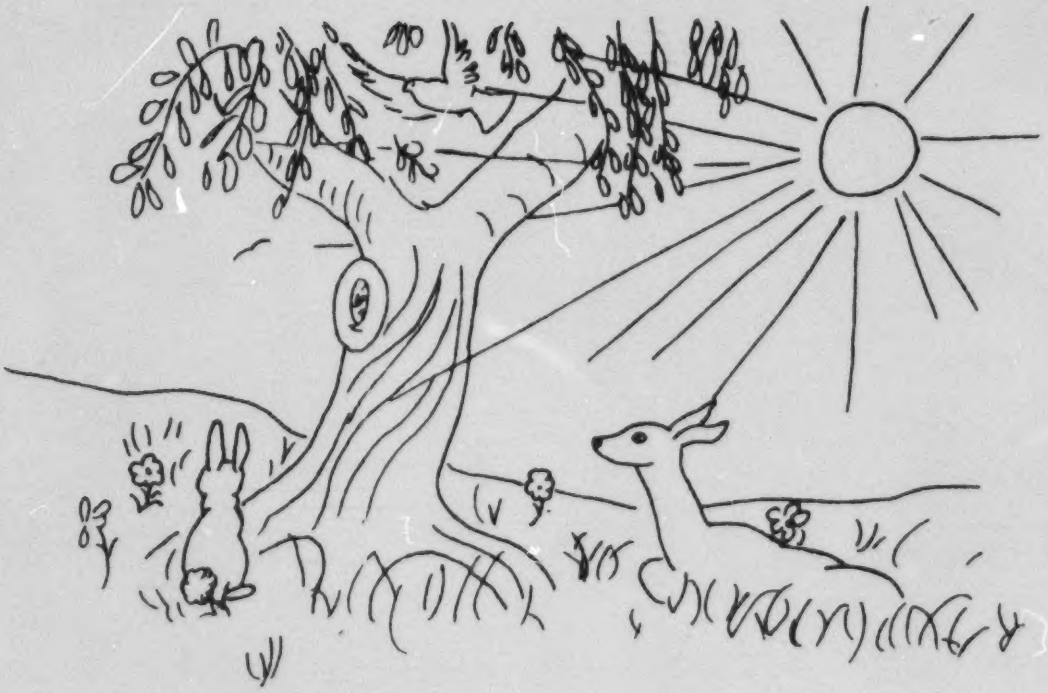


PERSONAL EXPERIENCES: A FABLE ABOUT TREES.

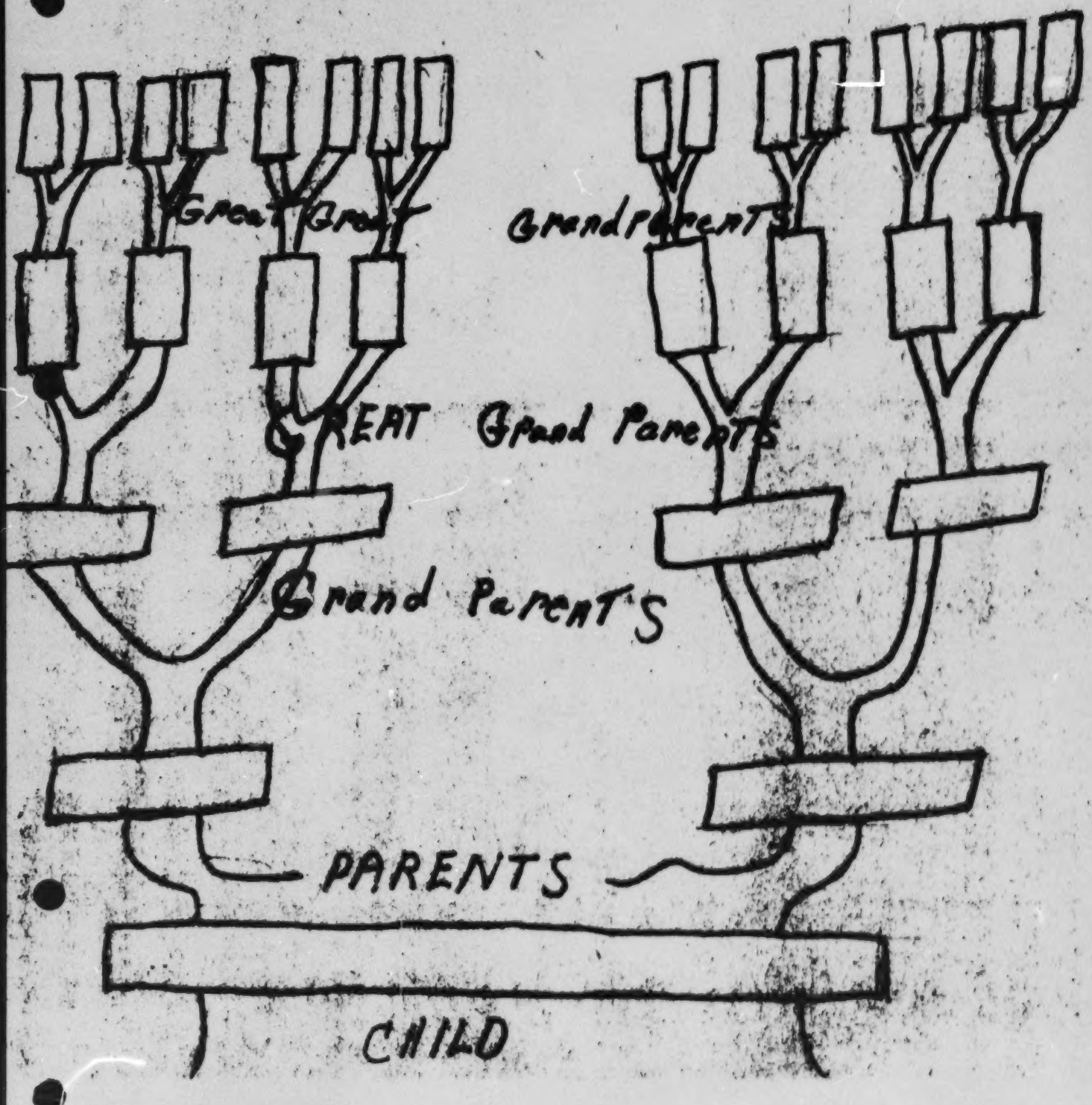
Inside this leaning mass of knarled trees were the saplings - almost unnoticed by the larger trees that were clawing to get the most soil and air - and the trees on the edge of the forest thought - perhaps if they could ask the wind to bend the saplings in another direction then they would grow to become the beautiful trees that the forest once was.

So these trees on the edge of the forest did just that - and the wind began. Mind you - the task is difficult - some of the saplings are turning in another direction. Some have begun to breathe the story the wind is blowing them - So the trees on the edge of the forest and the wind tirelessly continue --

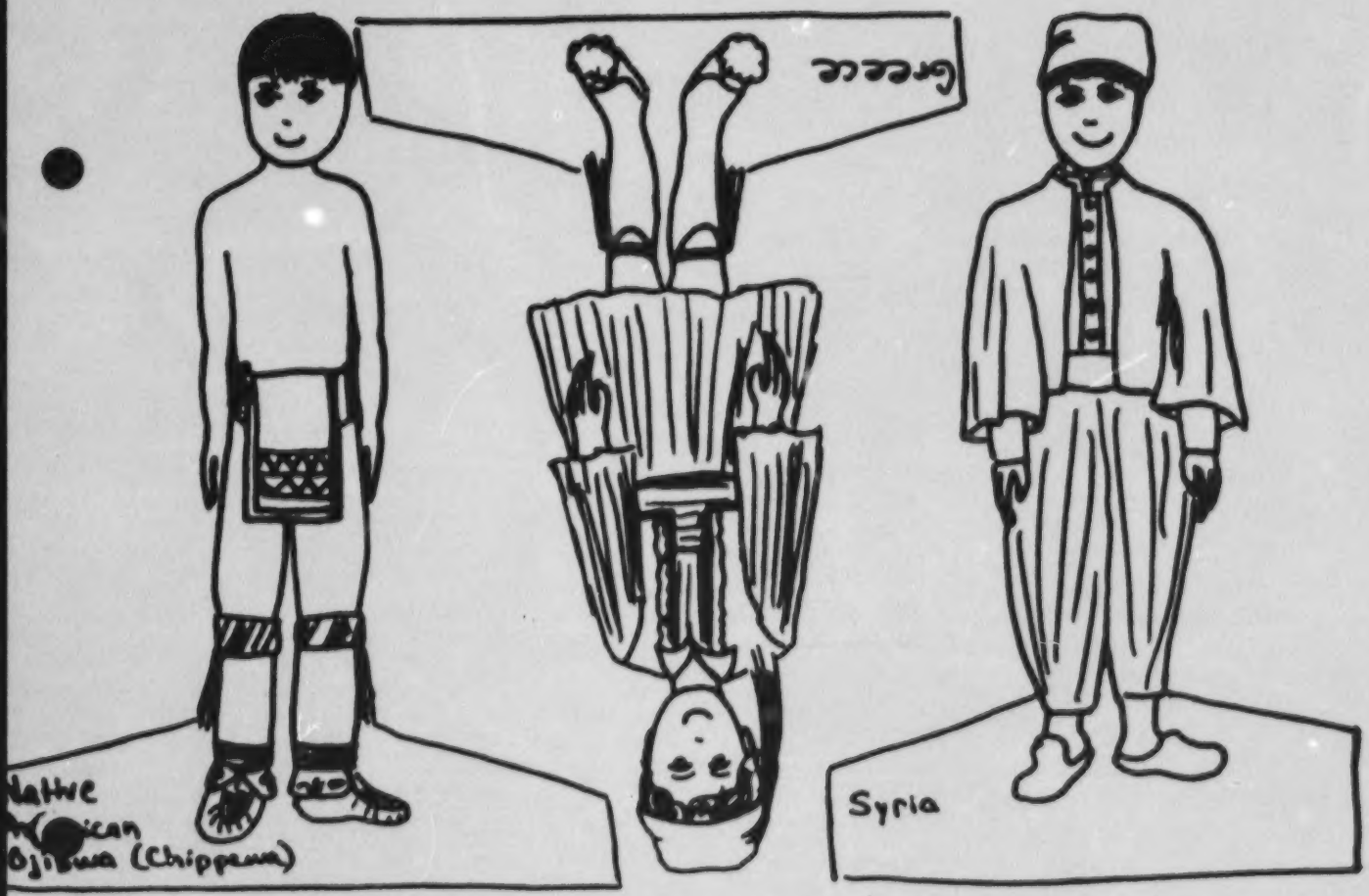
This is not the end of my story but only the beginning - - - -

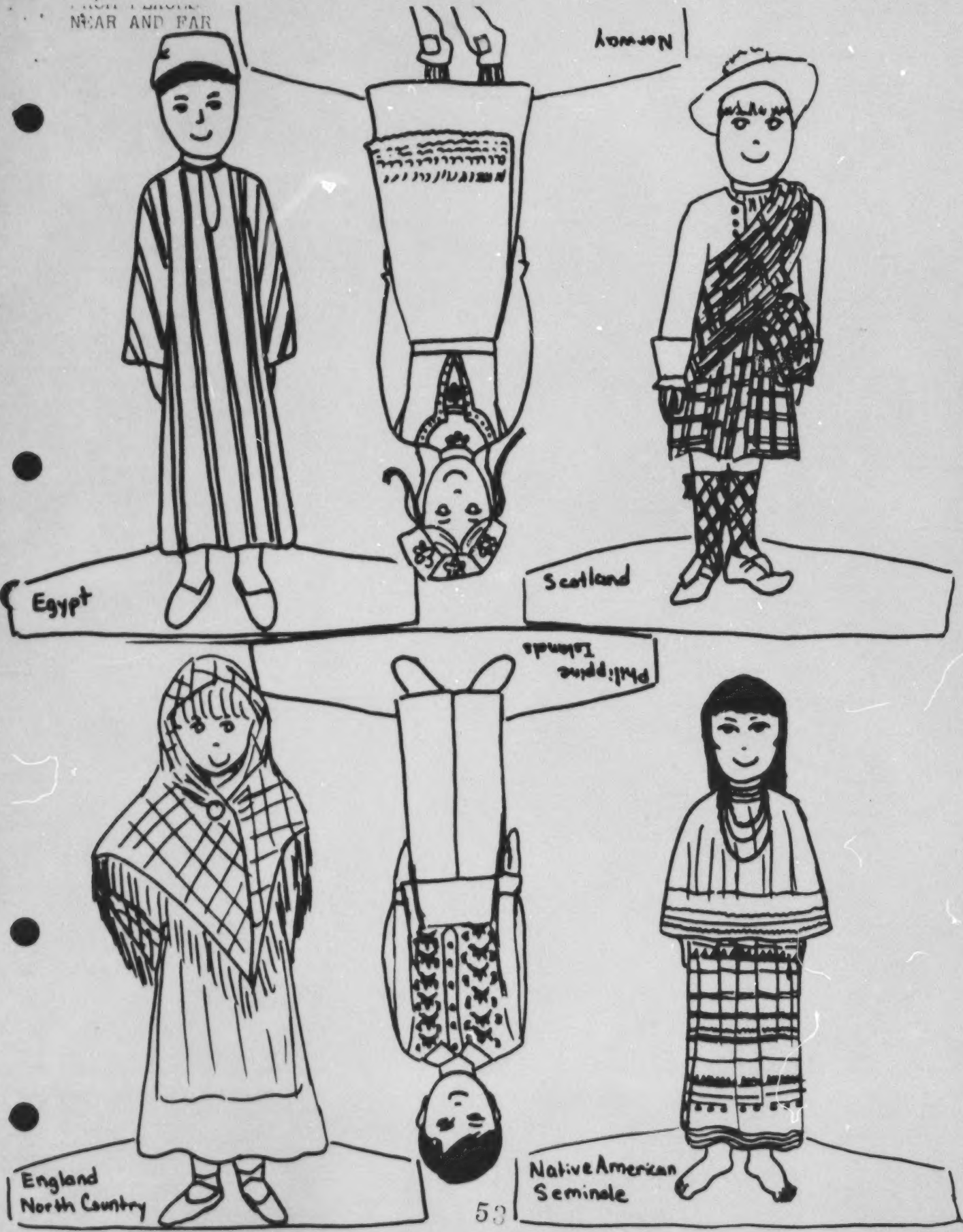


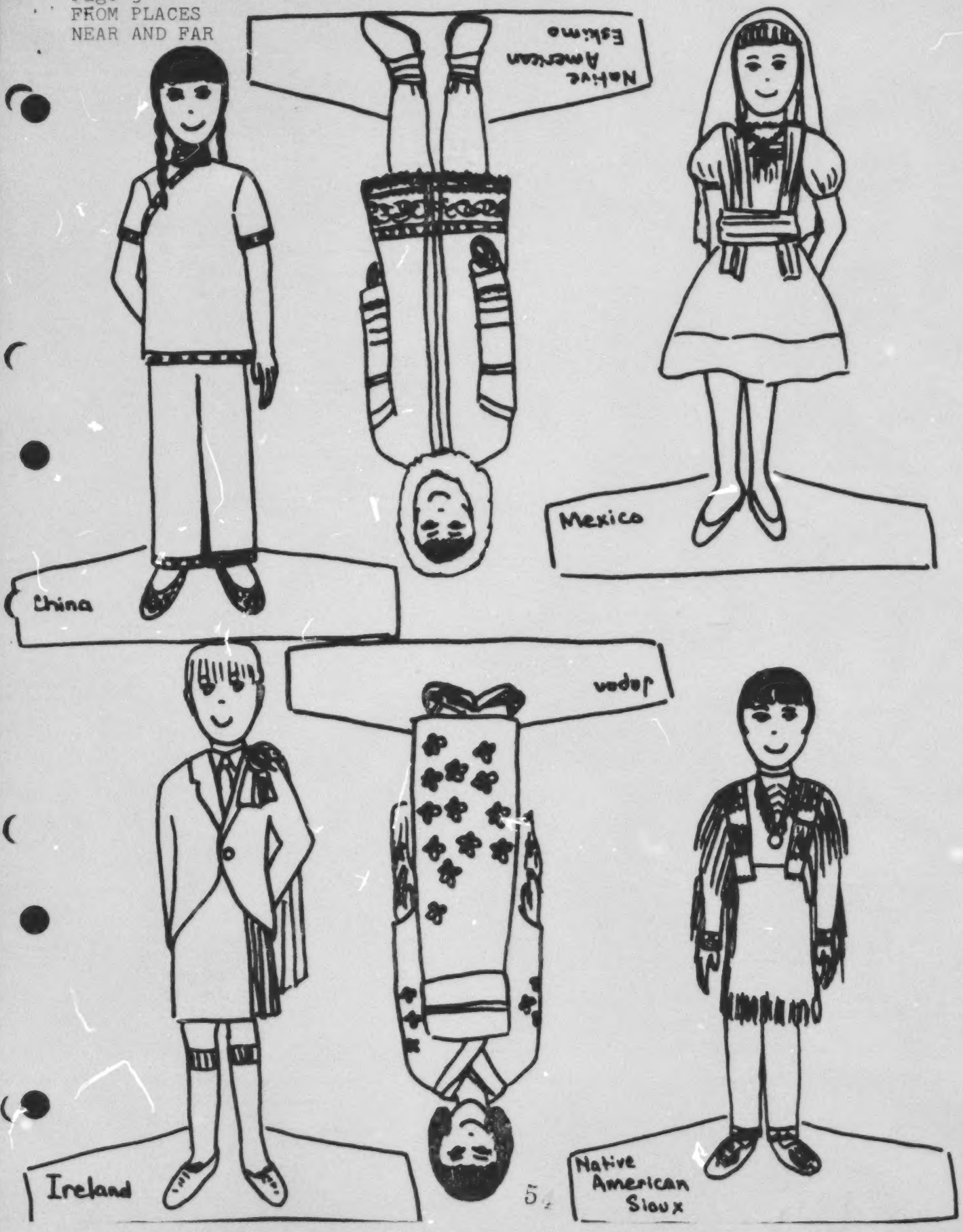
ANCESTORS: FAMILY TREE

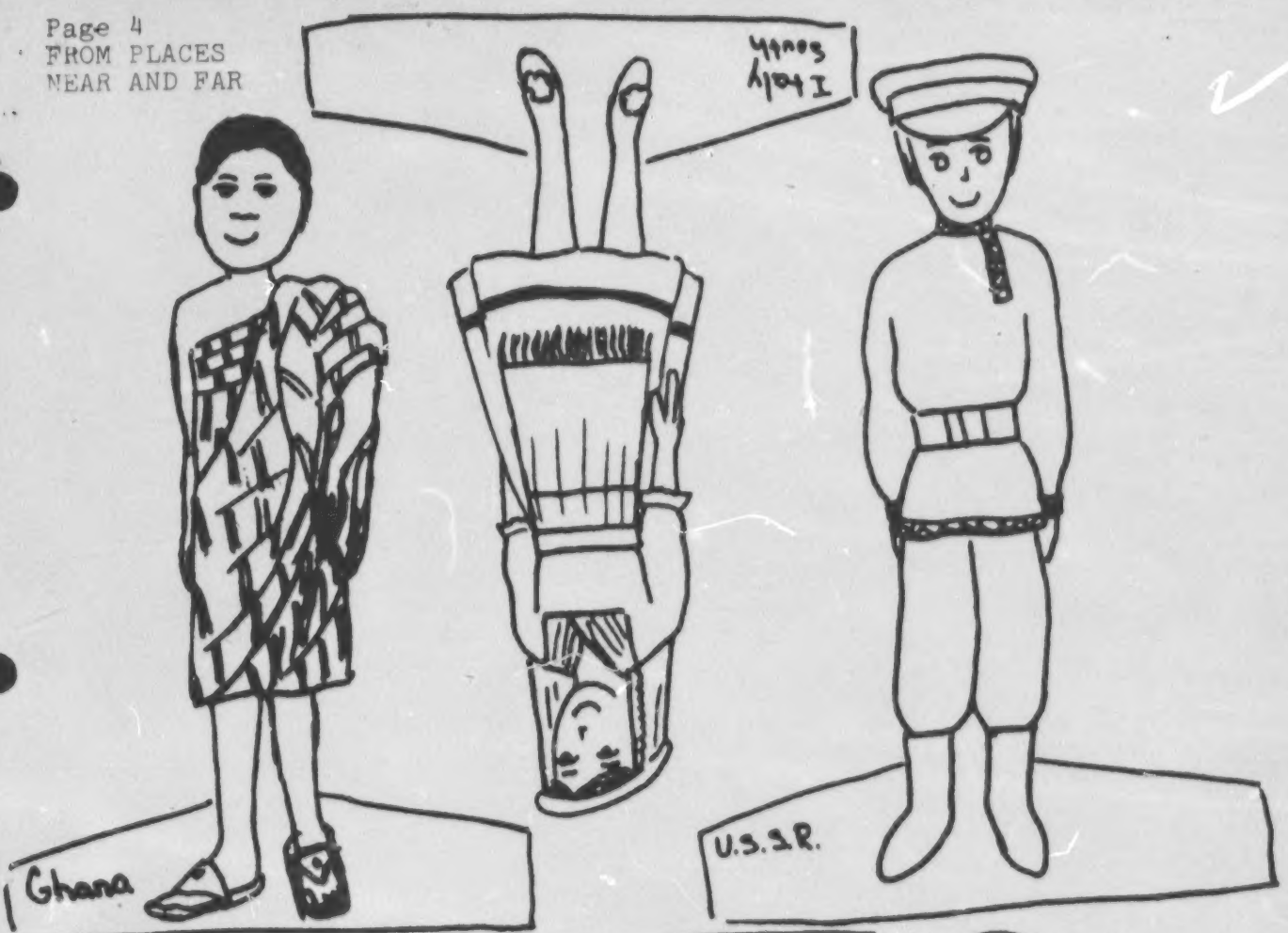


ANCESTORS: FROM PLACES NEAR AND FAR




Egypt
Norway
Scotland
Philippine Islands
England North Country
Native American Seminole


China
Native American Eskimo
Mexico
Ireland
Japan
Native American Sioux


Ghana
U.S.S.R.

Native
Hawaiian American
Germany
Gutachtal

ANCESTORS: WHERE DID MY ANCESTORS COME FROM?

(Example of a letter which might be sent home)

_____

_____,

Our class is learning that American people have ancestors from many countries. Some people like to follow customs from their ancestors' countries. Some people do not know about their ancestors because so much time has passed since they came to America.

If our family knows about its ancestors, may I share this information with my class? Does our family follow any customs from our ancestors' countries? (For example, my teacher _____has ancestors from _____. She likes to_____ and has
(customs, foods)
_____from that country).
(objects)

Thank you.

Love,

_____

My ancestors came from_____

What things do we have from those countries?_____

_____

What customs do we follow?_____

_____

_____

NON-BIOLOGICAL NEEDS: THE BODY HAS INSIDE NEEDS

Ask if anyone in the class has a dog. Ask those with a dog if they think it needs any other things beside food, shelter, water, air and rest. Then ask if they think members of the human family need any other things than those things already listed. Reread the two letters used to demonstrate the biological needs. Ask the children to listen to find inside needs of members of the human family. Then list the inside needs on the board with the children after the discussion. The following questions will be needed for further stimulation of the children's thinking. So the children will truly discover each basic non-biological need, the teacher may want to spend more than one class period in working with this goal. Emphasis should be placed on the need for respect of the rights of others. Questions for discussion:

To introduce need of communicating:

How did the people in the letters share their thinking with others?
Which word means the sharing of thinking?
Name a way of communicating.
Do you think all human families have some way of communicating?
Name ways that you have communicated in your family.

To introduce need of sharing responsibilities:

How did the families share the work?
Do you think all human families do job sharing?
Why do you suppose there is job sharing in families?
What would happen if an adult in your home spent too much time working in the yard?
How would this effect the family?
Do you think some human families do more sharing of jobs than other human families? Give an example.

To introduce need to feel important:

How was Diane made to feel important?
Why was she made to feel important?
Prapan.
Why do you suppose he was made to feel important?
Do you think that all members of the human families need to make others feel important in some way?
How have you been made to feel important?
How did you make others feel important?

To introduce need to respect the rights of others:

How did Diane respect another's rights?
Why do you suppose she did so?
How did Prapan respect another's rights?
Why?
Do you think all members of the human family need to respect the rights of others?
Why?
Name a time when you respected a right.
Name a time when someone respected a right of yours.

NON-BIOLOGICAL NEEDS: THE BODY HAS INSIDE NEEDS

To introduce need for affection:

How was Diane made to feel that her family cared about her? Prapan?
Why were they made to feel that way?
Has anyone ever shown that they cared about you? What was done to make you feel that way?
Have you ever made anyone think that you cared for them?
What did you do?
Can you think of one word that means the caring for others?

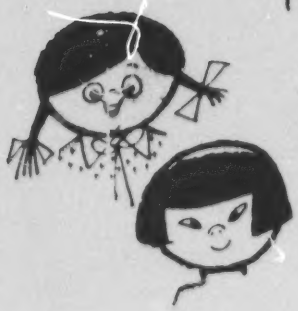
by the Creative Arts classes
Cissarty Elementary Schools
Des Moines, Iowa

NON-BIOLOGICAL NEEDS:

Our Civil Rights

Human Relations Department
Madison Public Schools
Madison, Wisconsin

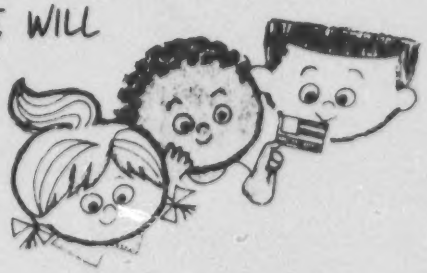
I HAVE A RIGHT TO BE HAPPY AND TO BE TREATED WITH COMPASSION IN THIS ROOM:
THIS MEANS THAT NO ONE WILL LAUGH AT ME OR HURT MY FEELINGS.



I HAVE A RIGHT TO BE MYSELF IN THIS ROOM:
THIS MEANS THAT NO ONE WILL TREAT ME UNFAIRLY BECAUSE I AM
BLACK OR WHITE,
FAT OR THIN,
TALL OR SHORT,
BOY OR GIRL.

I HAVE A RIGHT TO BE SAFE IN THIS ROOM:
THIS MEANS THAT NO ONE WILL
HIT ME,
KICK ME,
PUSH ME,
PINCH ME,
OR HURT ME.

I HAVE A RIGHT TO HEAR AND BE HEARD IN THIS ROOM:
THIS MEANS THAT NO ONE WILL
YELL,
SCREAM,
SHOUT
OR MAKE LOUD NOISES.



I HAVE A RIGHT TO LEARN ABOUT MYSELF IN THIS ROOM
THIS MEANS THAT I WILL BE FREE TO EXPRESS MY FEELINGS AND OPINIONS WITHOUT BEING INTERRUPTED OR PUNISHED.

NON-BIOLOGICAL NEEDS: OUR CIVIL RIGHTS

Discussion Questions

Read the first paragraph to the class. Ask?

What does compassion mean?
Why is it important that each person not have their feelings hurt by laughter or in other ways?
Have you ever had your feelings hurt at school?
What happened?
Have you ever hurt another person's feelings at school?
What happened?
How can this poster help you when your feelings are hurt? (The poster should help the child to verbalize to a peer that his feelings have been hurt).
How can this poster help you if you have just hurt another person's feelings? (The poster should help the child remember everyone has a right to be happy and to be treated with compassion).

Read the second paragraph to the class.

What does it mean to say "I have a right to be myself in this room/"
Why do you have to be yourself?
What should you say to a person who wants you to be like him or her?
Have you ever heard about anyone being treated unfairly?
What did you hear?
Have you ever treated anyone unfairly because of their size, color or sex? For example, did you keep someone from joining your game because of the way they looked?
What happened?
Has anyone treated you unfairly because of the way you look?
What happened?
How will this poster help if you are treated unfairly or if you trea someone unfairly?

Read the third paragraph to the class.

What does safe mean?
Has there been a time when you didn't feel safe at school?
What happened?
Have you ever made someone feel unsafe at school?
What happened?
If you feel safe at school do you think you will do an even better job of working and learning? Why or why not?

NON-Biological Needs: OUR CIVIL RIGHTS

Read the fourth paragraph to the class.

Why is it important that each person be heard?
Have you ever forgottten about someone's right to be heard?
What happened?
Has anyone ever forgotten that you wanted to be heard? Tell us about it.

Read the fifth paragraph to the class.

What is an opinion?
Have you ever wanted others to learn about your ideas and opinions?
Why is it important that we learn about other people?
Have you ever been interrupted when you were giving your idea?
Have you ever interrupted another person when they were giving their idea?

We've been talking about rights. In fact our poster title is "Our Civil Rights." What does it mean to say people have rights? Let's review some rights we learned about today. Are there any other rights you think ought to be included?

The teacher may want to bring up responsibilities at this point. We each have a right to be happy and to be treated with compassion in this room, and we each have a responsibility to bring to others happiness and compassion.

RESPECT: FATSO, TUBBY AND LARD

After discussing the puppets appearance (outside wrapping), tell the children that they were making judgments about this puppet without even getting to know her. Ask, "What do we call it when we make a judgment about someone just by looking at them -just by looking at their outside wrapping?" (prejudice) Tell the children that the puppet has some thing to tell them. They are to listen carefully to see if they can figure out the puppet's message.

Have the puppet read and act out the poem, "Fatso, Tubby and Lard." After reading the poem, ask the class the following questions:

1. How is this puppet like you? (head, arms, legs, body; needs air water, food and shelter, too; he's a unique individual with rights and feelings)

2. How is this puppet different from you? (he is heavier among other things)

3. Since this puppet is heavier (different) than you, must you respect this puppet? Why? (the puppet is a unique individual with rights and feelings)

4. What word tells about people who do not show respect ot others? (disrespectful)

5. How were the children showing disrespect to this puppet? (name calling which interferes with the puppet's feelings)

6. What does this line mean? "I am what I feel, not just the outside you see."

7. Do you feel differently about this puppet now that you have met her?

8. How do you think this puppet felt when she heard you talking before you met her?

9. Were you respecting her feelings?

10. What could you say to this puppet now to make her feel better?

11. How do you think this puppet feels when other people call her names?

12. How do you feel when someone calls you a name?

13. Why did people call this puppet names? (because the puppet is different from themselves -she is heavier)

14. If an individual is smaller or taller or stronger than another individual, does this give them the right to name call. Why? (no, there is no right or wrong size; we are all unique and size is one of our individual differences)

RESPECT: FATSO, TUBBY AND LARD

15. What are some other individual differences? (hair, eyes, skin, size, and voice, etc.)

16. What individual differences seem to get the most name calling?

17. What are you going to do the next time your friends are name calling?

18. What are you going to do the next time someone calls you a name?

19. Does saying the poem, "Sticks and stones can break my bones, but names will never hurt me," make you feel better when someone calls you a name? (maybe next time you could say, "I'm unique and that is one of my individual differences," why not try it).

Ask a child to tell the class in his own words what the puppet's message was. After an appropriate response, have the puppet close by saying,

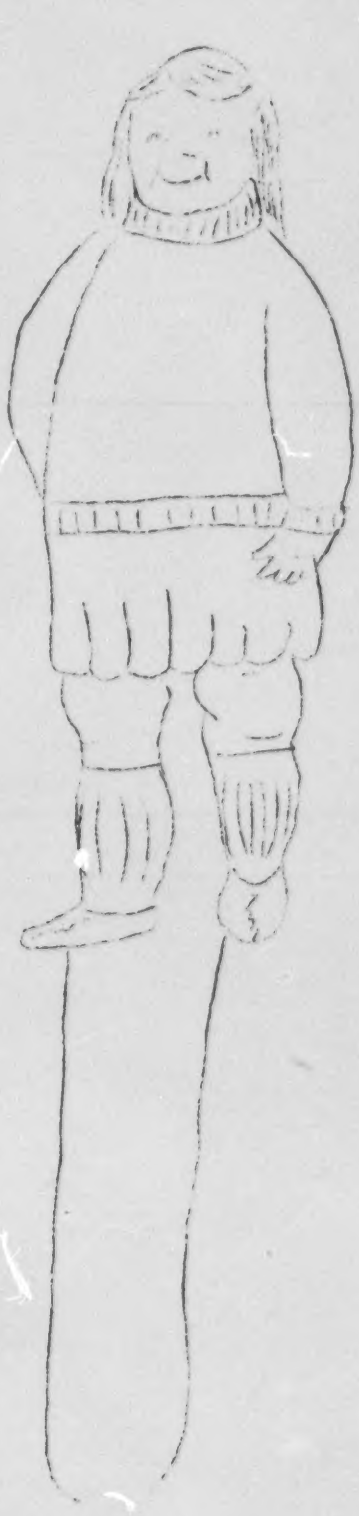
"You've sure figured out my message, I see,
That's right, I'm Unique, I'm different, I'm ME!"

Good Bye

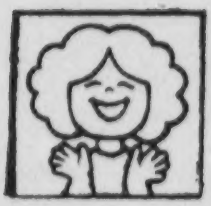
RESPECT: FATSO, TUBBY AND LARD

Puppets for poem "Fatso, Tubby and Lard."

Cut the puppet out, color with crayons or magic markers and attach each to a tongue depressor.



(Friendship poems)



When I Play

I like my blocks, I like my swing,
I like my marbles in the Spring,
I like my skates, I like my ball,
But I like my friends best of all.

By Edna Bevan

MY NEW FRIEND-BILL
By Claryce Allen

Back and forth,
Back and forth
John walked along the path
Hoping someone,
Hoping anyone
Would come and play with him.

"Creak! Creak!" the door flew open
and out it came That Kid.
"Hi! What's your name?" he shouted!
"Come and play with me!"

His smile was big,
His feet were big,
His welcome bigger still,
I no longer was a stranger,
After meeting friendly Bill.

We climbed his trees.
We climbed his fence.
We dined on apples, too.
We talked,
We ran,
We hunted,
Then we parted as good friends!

Read the poems to the children. Ask the class, "How do you go about making a new friend? What do you

(continued next page)

NEW NEIGHBOR
By Barbara A. Jones

I saw you with a baseball mitt;
I saw you with your bike.
I wonder if the things you do
Are just the things I like.
I wonder if you like to swim;
I wonder if you're ten.
I'm going to call across the hedge
When you come out again.

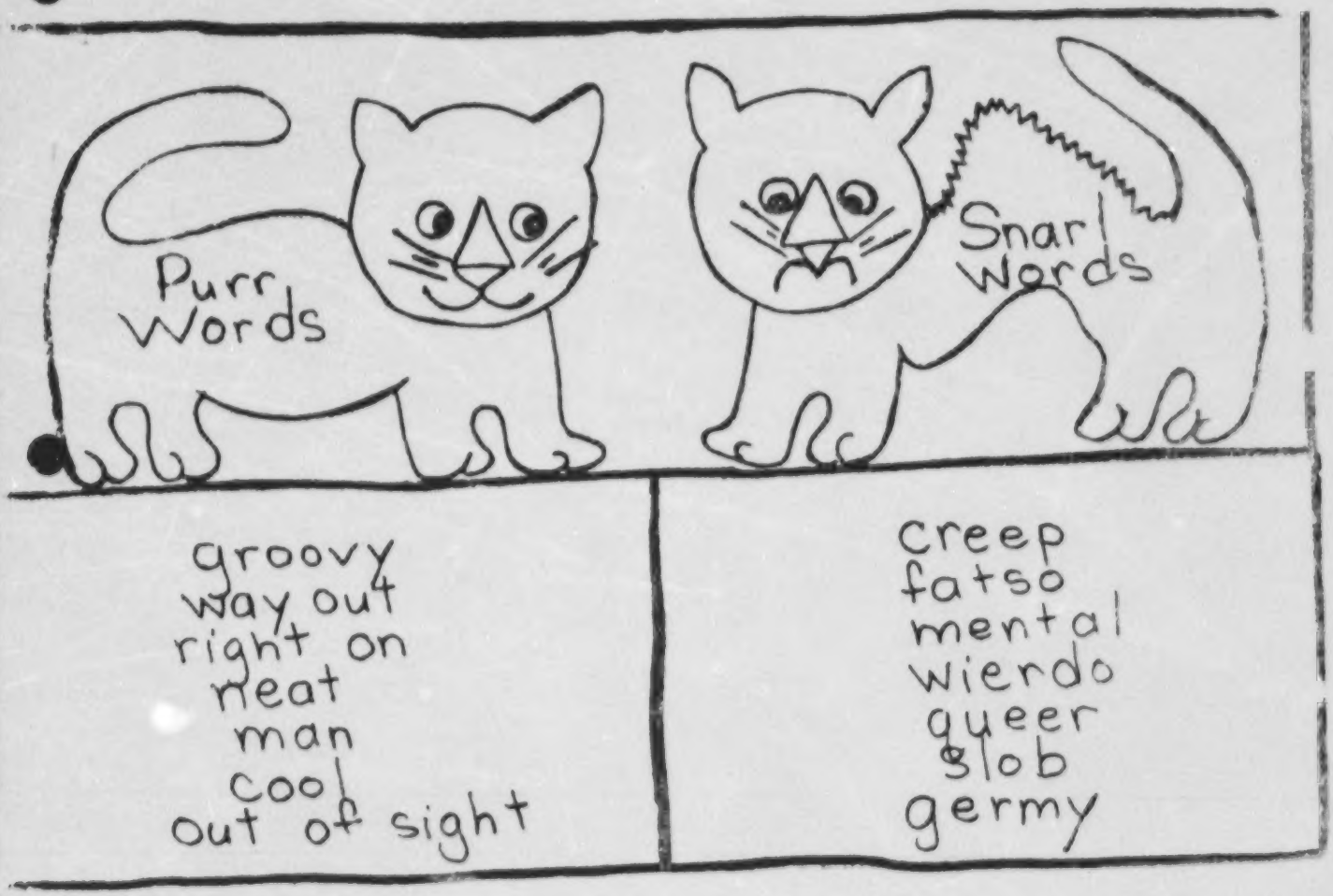
WELCOME
By Rose Waldo

Little new neighbor, have you come to be
A playmate of mine from over the sea?
I'm glad you are here. Oh, won't it
be fome
To learn all your games, and I'll teach
you mine!
We won't understand all the words that
we say,
But I'm sure that we both will know how
to play.
So will you come now and swing while I
swing,
And we'll sing all the songs that we love
to sing.

RESPECT: PUN WORDS, SNARL WORDS

118

Activity 176 Purr Words, Snarl Words



Ditto the "Purr Words" Kitty and the "Snarl Words" Kitty. Under the "Purr Words" Kitty the children are to make a list of purr words - words that make people feel good. Under the "Snarl Words" Kitty the children are to make a list of snarl words - words that make people feel bad. Ask, "What is your favorite purr word? What snarl word hurts you the most? Which words make friends? Which words show disrespect?"

Five little children were sitting on a big green fence,
When they started to talk about Individual difference.

Said the first little girl in a cute little way,
"I've got glasses that I wear all day."

Said the second little boy with a great big smile on his face,
"I'm black and you're white and we live in the same place."

Said the third little boy with a great big grin,
"I've got lots and lots of freckles all over my chin."

Said the fourth little girl with a twinkle in her eye,
"I'm peppy and I'm chubby and I like to eat pie."

Then they all looked at each other and gave a great big smile,
Realizing each was different, they went out to play awhile.

"So you see," said they, in a very loud voice,
"I'm me and you're you, and by our very own choice,
I'm OK and you're OK,
And we're all very special in our very own way!"

You can cut out the pictures on page 5 and make stick puppets or finger puppets; you can use commercially made puppets; or better yet, the children can make their own unique individually different puppets.

Using a 9" x 12" piece of green construction paper you can make a big green construction paper you can make a big green fence by pasting one side to the other lrming a tube. Put one arm in the tube. The puppets can sit on the tube which is now a green fence.

Line puppets up in this order:

1. Puppet with glasses - first or goes on thumb.
2. Puppet that is black - second, or goes on index finger
3. Puppet with freckles - third, or goes on middle finger
4. Puppet that is chubby - fourth, or goes on ring finger.
5. Puppet that is short - fifth, or goes on little finger.

Discussion Questions

1. What were the puppets talking about? (Individual differences)

2. Each puppet spoke of one of his unique individual differences. What were they?

3. What are some other individual differences the puppets did not talk about?

4. Can you think of a way that you are uniquely different from any of these puppets?

. In what ways are each of these puppets alike? (basic human needs - air, water, food, shelter; he also has feelings)

. Do these puppets respect each other? How do you know? (because they do not interfere with each other's rights and feelings)

7. Did individual difference ever keep you from getting to know someone?

9. What does "I'm OK, you're OK, mean? (I respect myself and you)

10. Do you like these puppets?

11. I heard some children calling this puppet names (teacher picks a puppet at random What names do you think they were calling this puppe How do you think the puppet felt when she was called these names? Were her feelings interferred with? What could we say about the children who were calling this puppet names? (they were disrespectful) How do you feel when someone calls you a name? Why do some people call other people names? (emphasize here that we often use ourselves as a yardstick to measure others by and when others are different from us we call them names.) Ask the children what they think about this?

2. Are any two people exactly alike? What about identical twins?

3. What is the word we use to describe something that is so different that there is not another one like it in the whole wide world? (unique)

. Can you name some things that are unique? (people, snowflakes, etc.)
. Which puppet is exactly like you? (none, we're all unique)

16. Which puppets would you want to have as friends? Which puppets would you not want to have as friends? (We can't really say because we really don't know these puppets. We can only see the outside wrapping they come in and that doesn't tell us what they are really like on the inside. We would have to get to know them first before we decide if we like them or not.

After the discussion the puppet get ready to leave and say:

"We must go boys and girls,
We've had a good day,
But in leaving
There is one thing we'd like to say,

I'm very proud to be ME,
And I can also see,
You're just as proud
To be YOU!

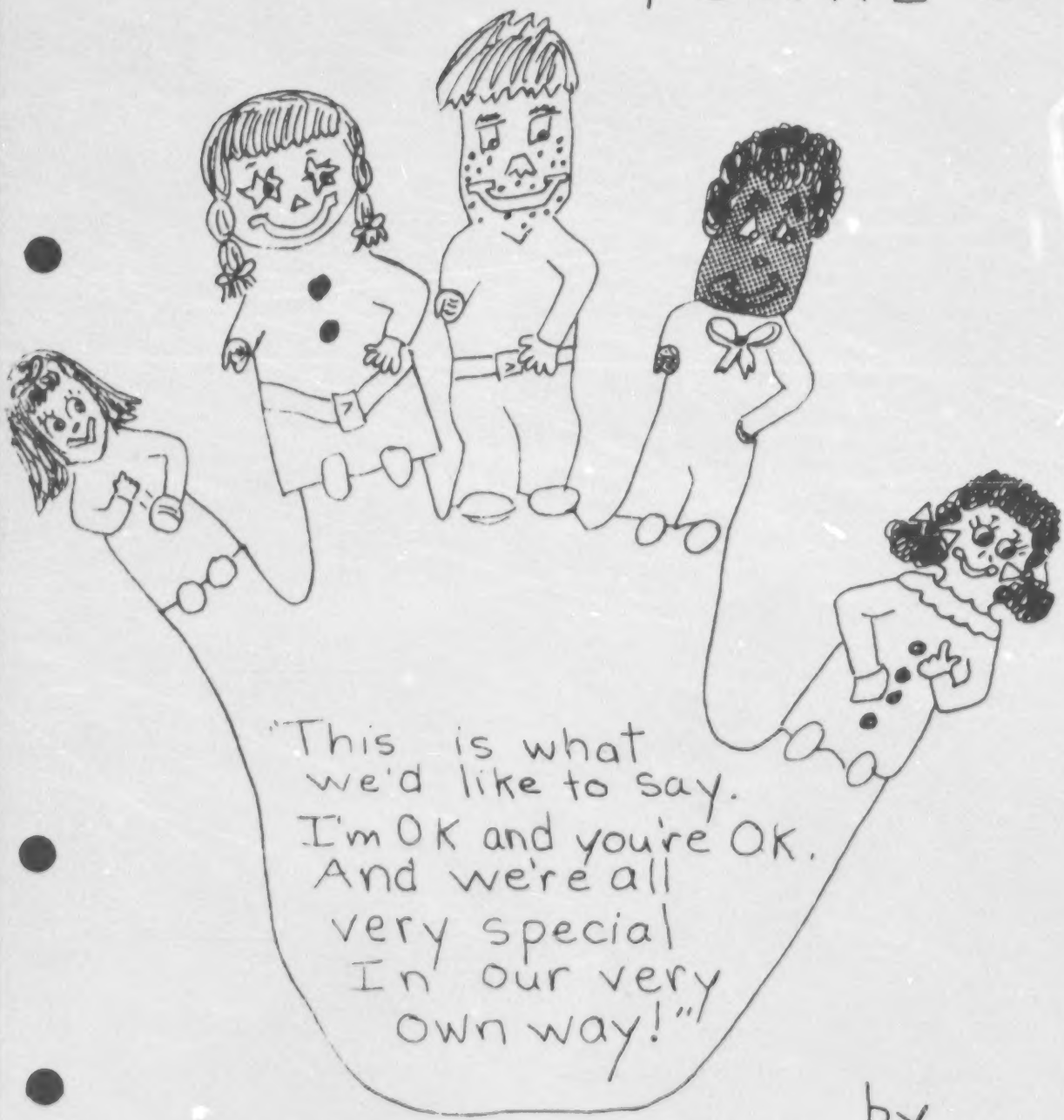
GOOD BYE"

The End

Puppet Play

I'M OK!

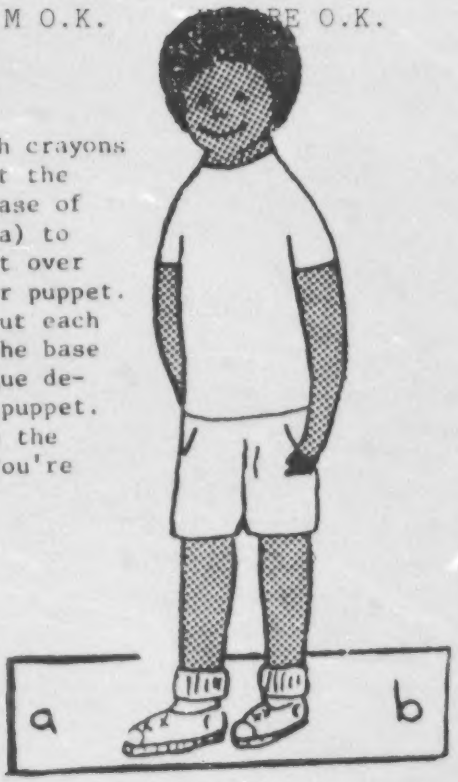
YOU'RE OK!

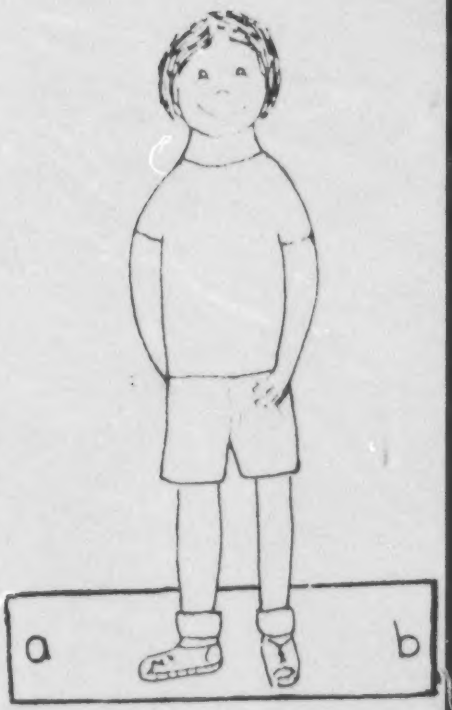


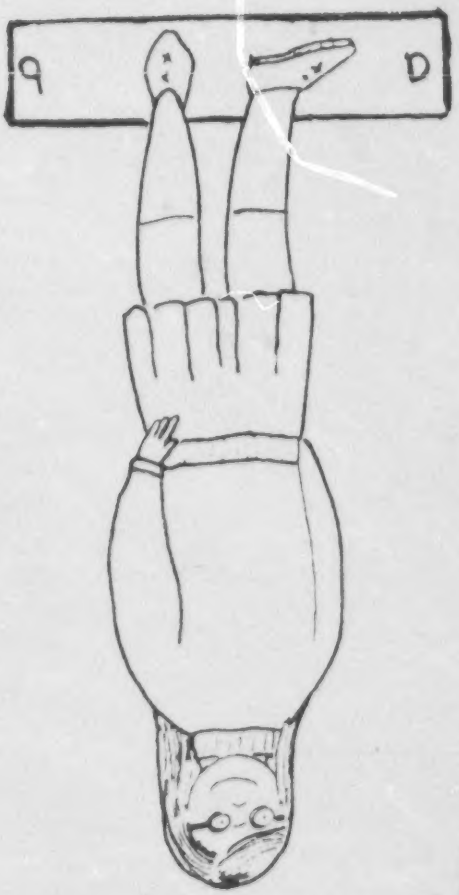
by Donna Raschke

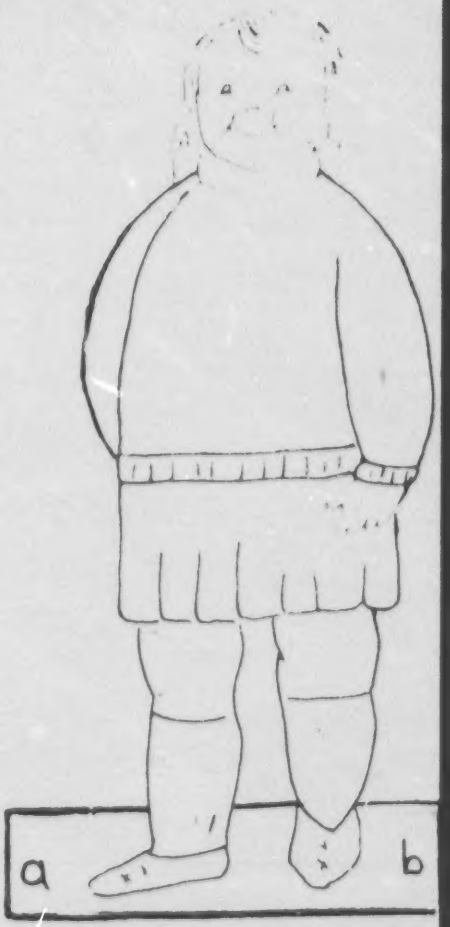
RESPECT: PUPPET PLAY I'M O.K. [illegible]RE O.K.

Collor the pictures with crayons or magic markers and cut the pictures out. At the base of each puppet paste end (a) to end (b) so they will fit over a finger making a finger puppet. If preferred, you can cut each character out without the base and glue each to a tongue depressor making a stick puppet. Now you are ready to do the puppet show, "I'm OK, You're OK!"





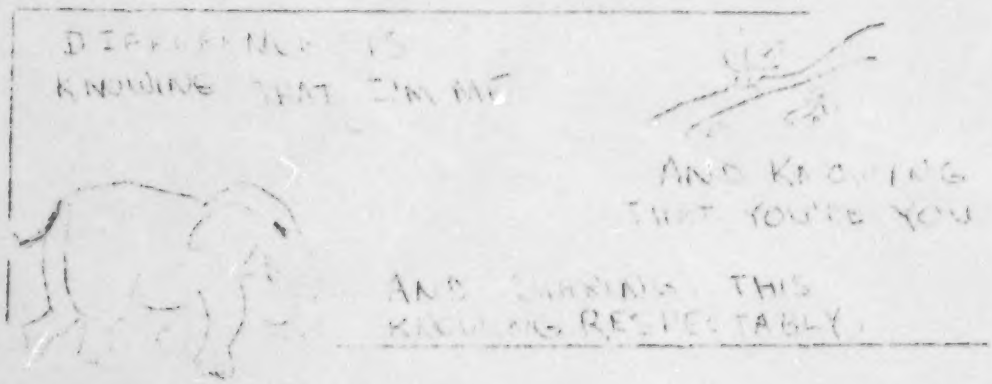




RESPECT: RESPECT AND DISRESPECT

How are the elephant and bird different?	Elephant	Bird
Do they know that they are different?		
Do you think the bird would hurt the elephant's feelings by calling him names?		
Do they like each other?		

1. What does respect mean?
2. What are examples of things done and said by other people who respec the rights and feelings of others?
3. What do we call it when another person does not respect the rights and feelings of others?
4. When you show disrespect to another person does it mean that you do not like that person?



RESPECT: SHARING TIME

SHARING
Isabelle Cox

Most children share their play things,
And that is very fine,
I know I'm having lots more fun
When I am sharing mine.
But there's a way to share much more
Than play things on the shelf;
Through courtesy to others.
I have learned to share myself.

LEARNING TO SHARE

Two girls went out a-walking,
They met up with a bear.
Now if they climb the same old tree,
They'll have to learn to share.

Gordo wants to have a swing,
But Molly doesn't care.
If those two children get to swing
They'll have to learn to share.

Bill and Bobby both are tired.
They only have one chair.
If they want to have a seat
They'll have to learn to share.

Judy and Bill each have a dime.
They're going to the fair.
Now, if hot dogs cost twenty cents,
They'll have to learn to share.

FILM: A Place in the Sun
Available on loan from the Northern Indiana Department of Public Instruction (3rd floor of the school Administration Building).

YOU'RE UNIQUE, I RESPECT YOU SO...

YOU HAVE A RIGHT TO BE YOURSELF IN THIS ROOM. THIS MEANS I WILL NOT TREAT YOU UNFAIRLY BECAUSE YOU ARE
BLACK OR WHITE,
FAT OR THIN,
TALL OR SHORT,
BOY OR GIRL.

YOU HAVE A RIGHT TO BE SAFE IN THIS ROOM. THIS MEANS THAT I WILL NOT
HIT YOU,
KICK YOU,
PUSH YOU,
PINCH YOU
OR HURT YOU.

YOU HAVE A RIGHT TO HEAR AND BE HEARD IN THIS ROOM. THIS MEANS THAT I WILL NOT
YELL,
SCREAM,
SHOUT
OR MAKE LOUD NOISES.

YOU HAVE A RIGHT TO BE RESPECTED AND TREATED WITH COMPASSION IN THIS ROOM. THIS MEANS THAT I WILL NOT LAUGH AT YOU OR HURT YOUR FEELINGS.

YOU HAVE A RIGHT TO LEARN ABOUT YOURSELF IN THIS ROOM. THIS MEANS THAT YOU WILL BE FREE TO EXPRESS YOUR FEELINGS AND OPINIONS WITHOUT BEING INTERRUPTED OR PUNISHED.

THESE ARE YOUR RIGHTS AS AN INDIVIDUAL AS LONG AS YOU DO NOT INTERFER WITH THE RIGHTS OF OTHERS. THIS MEANS
YOU WILL RESPECT
MY FEELINGS,
MY BELIEFS
AND MY VALUES
AS A UNIQUE INDIVIDUAL AND A MEMBER OF THE HUMAN FAMILY.

adopted from "Our Civil Rights" Cassady & Iberendson Schools of Des Moines, Iowa.

D.R.

PREJUDICE: ALL WRAPPED UP IN CLOTHES

Preparation: magazine and poster board
real clothes (two sets of clothing are needed. One set should be stylish and neat-the other set should be torn and messy.)

1. Display the clothing or cut-out pictures. Each set should be labeled e.g. Set #1 or Set #2.

2. Ask the following questions of each set of clothing:
-Tell me about these clothes
-Describe the person who wears these clothes
-What does this person do? Does she or he have a job? What kind of job does the person have?
-How do you know what kind of person this is?
-Did you learn about this person from Radio? T.V.? Movies? Books? Friends?, etc.
-Do you know anyone who wears this type of clothing?
-Is it possible that the same person could wear both sets of clothes?
-Do you sometimes look at a person's clothing and feel that you know everything about that person? What is this kind of thinking called?
-Have you ever heard the word prejudice? Tell me what it is.
-Discuss definition with them, then ask what is the most important thing about a person?

DISCRIMINATION: THROUGH THE EYES OF ANOTHER

ynn and Tyronne Moore, eight year old twins, invited one of their new riends to their apartment in Eagle Heights for dinner. Kemi Akinsanya is their new friend. Kemi is very new to this country. She came to Madison with her parents from a small village in Nigeria. Nigeria is in West Africa.

Kemi arrived for dinner very excited about her new experience. She had never eaten with an American family before. Lynn, Tyronne and Kemi looked through their family photo album and shared with Kemi some of the things the children do in Eagle Heights and at Shorewood Hills Schoo. Kemi told them some of the things she did in the school she attended in Nigeria. The children were so excited about sharing their differences with each other that they did not hear Mrs. Moore call them for dinner. She entered the bedroom and announced "there will be plenty of time to talk while you eat and after but right now we will be setting a bad example for Kemi if we serve her cold soup.

While the children were eating Kemi said, "I had to learn how to use silver just before we came here because we mostly eat with our hands at home." Lynn and Tyrone thought this was very interesting and realized how they would have to learn many new things if they moved to another country. Right away they thought about their experience with chop sticks when they ate at one of their Chinese friends homes.

After the soup and lots of conversation, rice was served along with meat balls. Kemi looked at the rice for quite awhile, she touched it once but would not eat it. She watched while the others ate theirs. Kemi could not hold back any longer, she asked "why do you eat ant eggs." Tyrone and Lynn were puzzled. They responded "we are not eating ant eggs," "why did you ask that?" Kemi pointed to her rice and said "I thought these were ant eggs..they look like ant eggs." Tyrone said "this is rice." "Well what is rice?" asked Kemi. "Rice is a grain like wheat and oats." "I know about wheat" said Kemi. "Since this is rice, is that pronounced right?" "Yes" said Tyrone. "I will try it" continued Kemi.

After dinner Tyrone and Lynn told Kemi how funny that was when she thought rice was ant eggs and Kemi told them how funny it was when some of the Madison children thought she knew how to swing from vines. The children all laughed about how people are often seen through the eyes of others.

PREJUDICE: INTRODUCTION TO PREJUDICE

Discussion Sparklers

1. Why did you choose that particular gift?

2. Were you disappointed with your choice?

3. Do you feel it was fair to wrap the candy in the ugly box?

4. Do you think we can tell by looking at the outside of unmarked things what is on the inside?

5. Did you make a choice based on outside appearances alone?

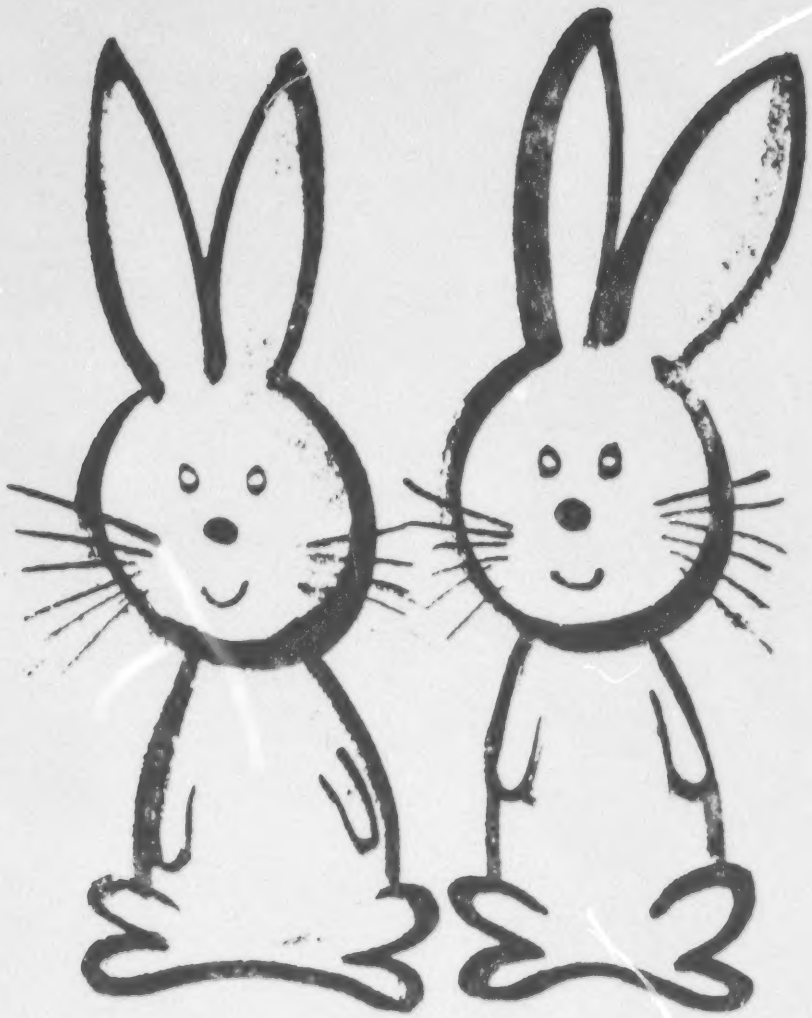
6. Simply tell the children their choice was based on a prejudice. Show them the sign with prejudice on it. Solicit a definition from them:
   -What do you think prejudice means after giving thought about what you did by selecting the pretty box?
   -Prejudice can be defined as having an opinion or some ideas about someone without really knowing them, because of one of their differences.
   -Are there other ways people show prejudice by making choices based on appearances. Answer could include cars, books, record jackets, a new type of candy bar, shoes.

7. Extended Discussion:
   -Stimulate children to discuss their feelings of disappointment aroused from selecting the pretty box.
   -If they were pleased with their choice, discuss what could have happened. Example:

   "I saw a new candy bar. The wrapper was very pretty and the bar was quite big, so I bought it. Much to my surprise when I took a bite, I did not like it because_____."

8. Lead into discussion about prejudice against people.

   -Do you sometimes get ideas about people because of what they look like, wear or any other differences?
   -Have you ever been wrong about people after judging them by their differences? Give examples.
   -How would you feel it someone got the wrong idea about you because of one of your differences? Such as your skin, hair, or eye color.



Joe and George are twin white rabbits.
They live in Rabbitville, U.S.A. 3

Joe and George are white rabbits in this book. They could have been born black, brown, polka dotted, or stripped. If they had been born another color and had the same experiences, they probably would act as they do with white fur.

They played together while growing up.

4

1. Read through the first time to page 9 (referring to large numbers).

2. In response to the question of why Joe became prejudiced, educators may wish to give an example of generalizing. Add the following story while showing this page:

> Joe and George were playing ball together one day a long time ago and a little black rabbit came to play with them. This black rabbit was a poor sport and became angry when he lost the ball game. He kicked Joe on his knee, punched a hole in the ball, and hopped away calling Joe a *whitey or *honkey rabbit. (*use of terms depend on the teacher).
>
> Joe turned to George and said - I'll never play with black rabbits again. What is wrong with what Joe said? We know what was wrong with what the black rabbit did.
>
> Have you ever heard the expression: If you've seen one, you've seen them all? Isn't that the feeling Joe is expressing? George knows that all rabbits are different, and he said to Joe that he had to be kidding because there are million of black rabbits in Rabbitville and you have not met any before.

5

They watch the same television programs...

1. Read through to page 9 the first time.

2. What do you think Joe saw on T.V. about the black rabbits that helped to make him prejudice? Children may respond:

   - a black rabbit fighting a white rabbit.
   - a black rabbit doing bad things in the news.
   - a white rabbit like Archie Bunker telling untrue things about black rabbits and calling them names.
   - black rabbits rioting or fighting the police.

   It should be explained that Joe does not think about what he sees or hears. He uses his brains like a sponge and believes all kinds of information about other rabbits. He then gets "mental pictures" (stereotypes) about groups of rabbits that are not good.

   Do you have any "mental pictures?" (See Activity 211 for exercises on mental pictures.) What do you think Joe thinks about Indian rabbits from what he has seen of Indians on T.V.?

   George thinks about everything he sees or hears because he knows that brains are to use like brains and not sponges. He also knows that every rabbit is different. He cannot judge or form ideas about a whole group from what he sees one or more rabbits doing.

...Read the same magazines...

6

1. Read through to page 9.

2. What do you think Joe saw in magazines that made him prejudice against the black rabbits, knowing as we do how Joe uses his brains like a sponge?

   It will be interesting to note how children form perceptions of people by looking at magazine pictures.

   Remind the children that Joe does not ask questions about the pictures he sees. He forms his own conclusion.

   Invite children to bring in pictues, they do not understand, to class to discuss.

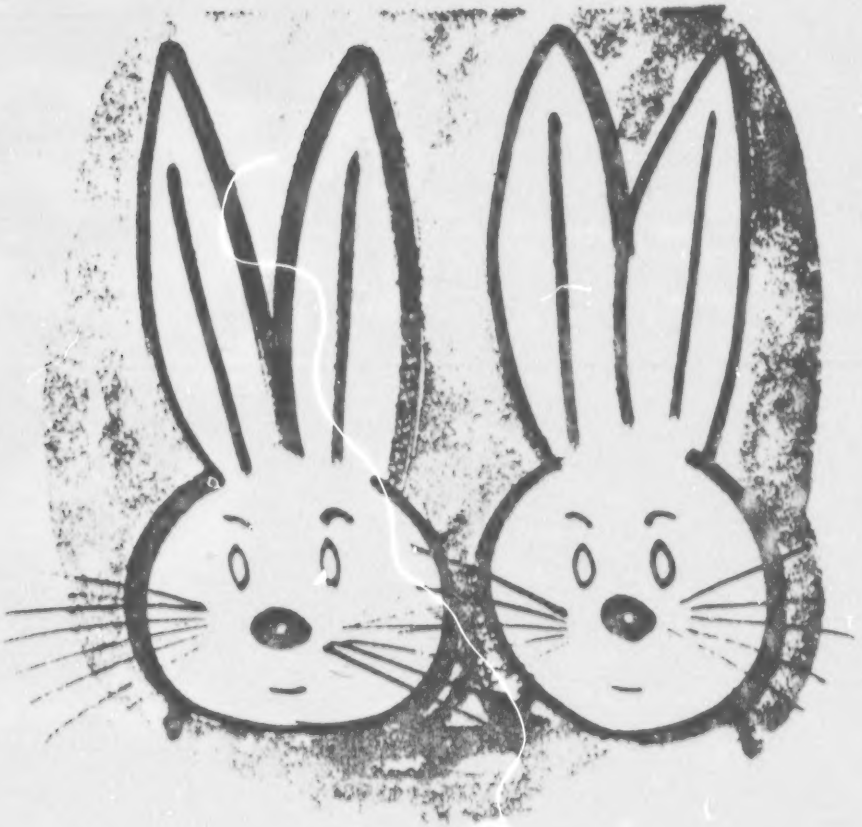
7

...And newspapers.

1. Read through to page 9.

2. The same exercises used with magazine (p. 7) can be used with newspapers.

   If older children, they may bring up articles they have read.



They are almost identical twins. 8

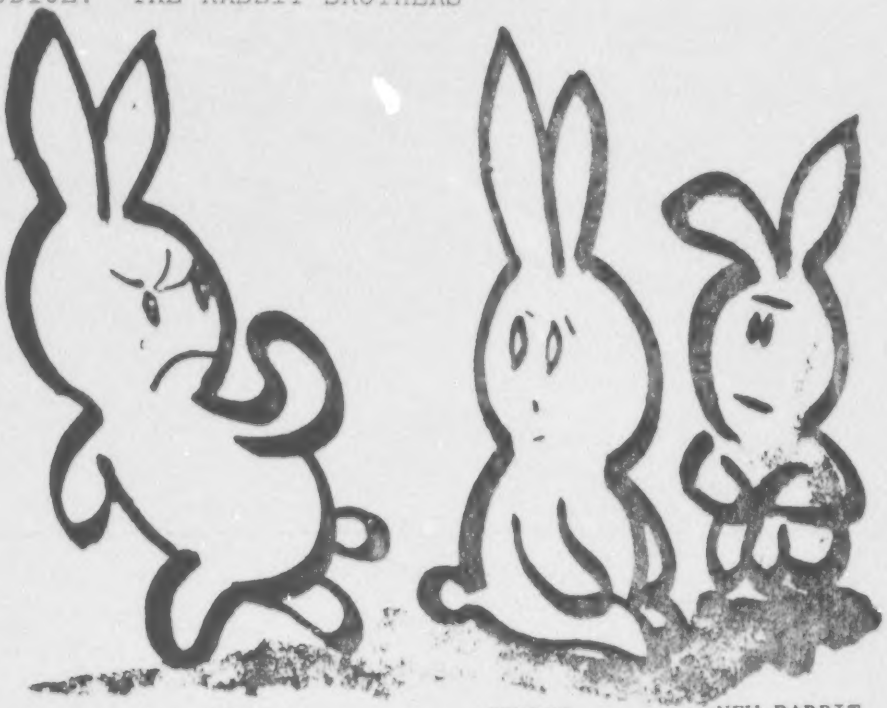
1. Read through to page 9.

2. Discussion should center around individuals and individual differences.

   Joe and George do look alike, but how are they different? Ask for ways they are different. Include:

   inside differences e.g. thoughts, ideas, feelings
   outside differences e.g. paw prints (finger prints)

PREJUDICE: THE RABBIT BROTHERS



JOE GEORGE NEW RABBIT

But in some ways they are very different. 9

1. Ask children how Joe and George are different after telling the following story. They do not have enough facts to know how this difference is meant.

   Joe and George were playing one day and a new rabbit who had just moved into their neighborhood saw them. He thought "Oh goody, now I can meet some new friends." He hopped over to them, introduced himself and you see what happened.

   Note: (If children's answers are because the new rabbit is dark or little, ask them why that should make Joe act as he does. They may say because Joe does not like black rabbits. Remind them that Joe does not know this rabbit. Do not allow them to say "they" when referring to Joe's action.)

   Try to solicit the answer that means prejudice. Acknowledge that Joe is prejudice but he was not born that way. How did he learn to be prejudiced? Wait for responses then turn to page 4, #2; page 5 #2; page 6, #2; page 7, #2; page 8, #2; then to page 10.

10

In fact, Joe is prejudiced. He dislikes other rabbits even when he has no reason to do so.

1. A fur color difference is no reason to dislike a rabbit, and skin color difference is no reason to dislike a person. If this is done then you have a prejudice like Joe does.

PREJUDICE: THE RABBIT BROTHERS

1. Joe does not seem to mind hurting other rabbits or maybe he has not been taught this type of thing hurts others.

   He is a great name caller. He loves to call names such as - (ask children what kind of names he calls rabbits) Nigger, Pollock, Kike, fatty, skinny, Kraut, honkey, mental, retard may be some of the responses.

   How do the other rabbits feel when Joe calls them names?

One day, a very nice rabbit, who usually liked everybody, heard Joe tell one of those stories. He punched Joe in the nose. 12

1. Although we can all understand why this rabbit was so angry with Joe, was hitting him the best thing to do?

   Are there other ways he could have handled this? How?

   He might have told Joe he did not appreciate his prejudice thoughts and reminded him that he was hurting others. Hitting Joe did not teach him in the right way because he is still prejudice and .....

13

Now he just thinks the jokes.

He likes to hide his prejudice from others, but many of the others he is prejudice against know it anyway because he cannot help but treat them badly or to ignore them. (Pretend they do not exist).

When no one is looking, he writes mean things about other rabbits on walls. 14

He does not know all the brown rabbits so how can he say that all brown rabbits are spies.

Note: Since this booklet was published originally spies have become popular among some children. Through television and movie influence, spies have the image of heroes such as the 007 Agent, Man from U.N.C.L.E., James Bond. You may have to explain about spies in the 50's and 60's, or use another adjective.

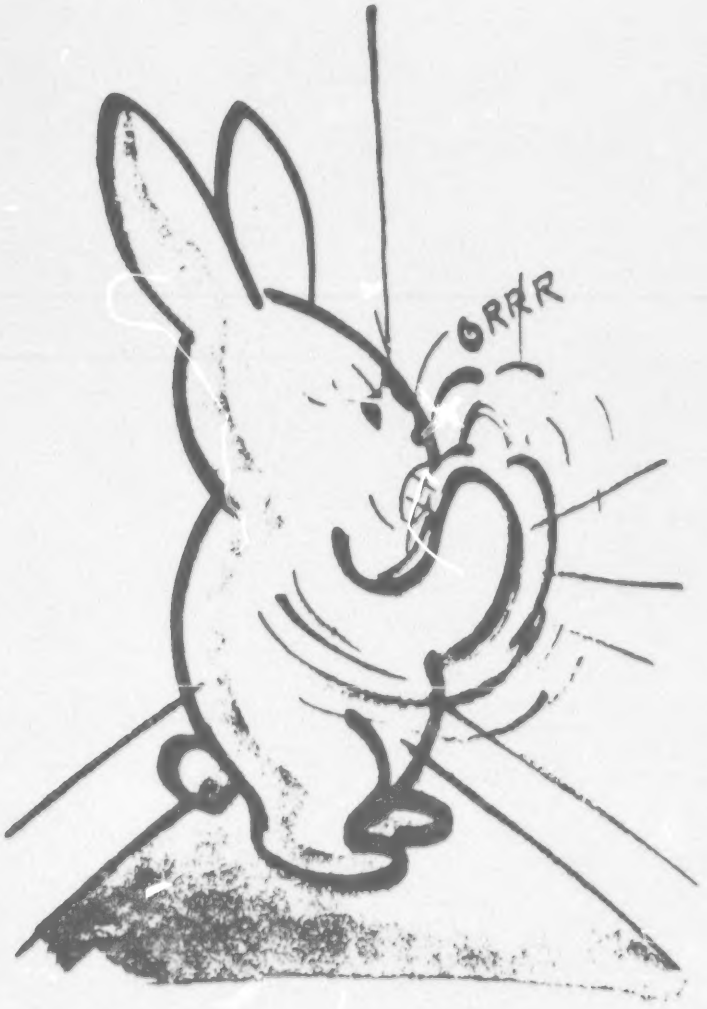
One afternoon, a brownish-gray rabbit moved in next door.

15

1. How do you think Joe felt about that?

2. What did he expect the black rabbit to do?

3. Remind the children that Joe is prejudiced and anything he thinks of someone he does not know because he is another color reflects prejudice. Tell them that George was happy to see a new neighbor and wanted to meet him and be of help to him in his new surroundings.

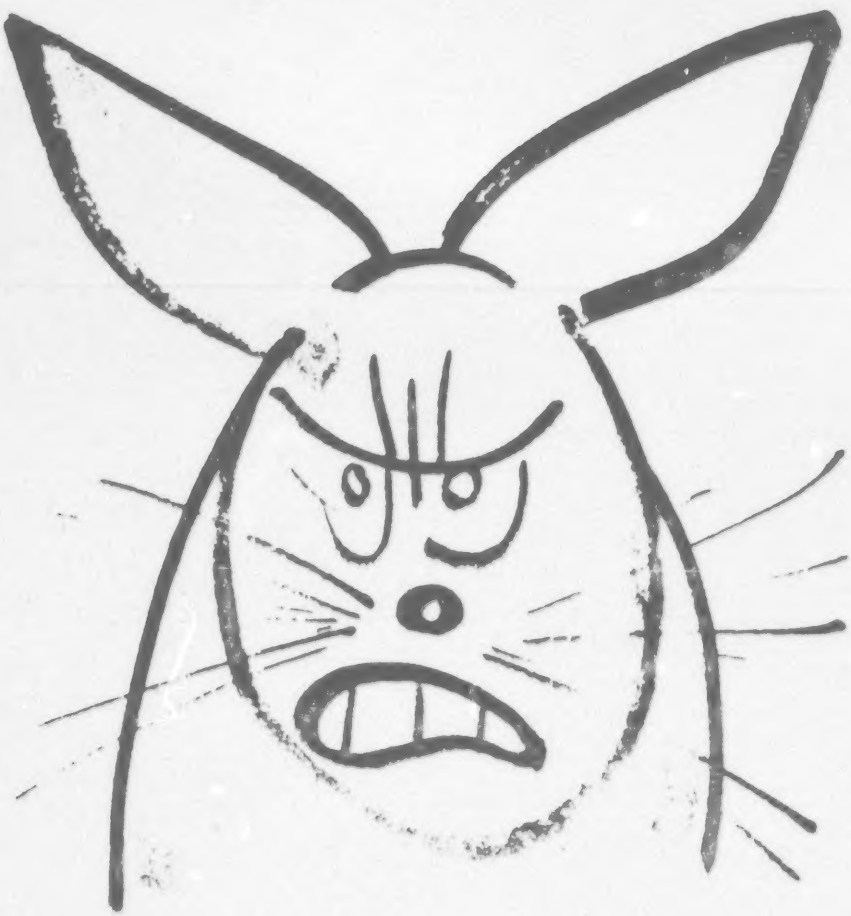


Joe was so unhappy that he was angry for days.

16

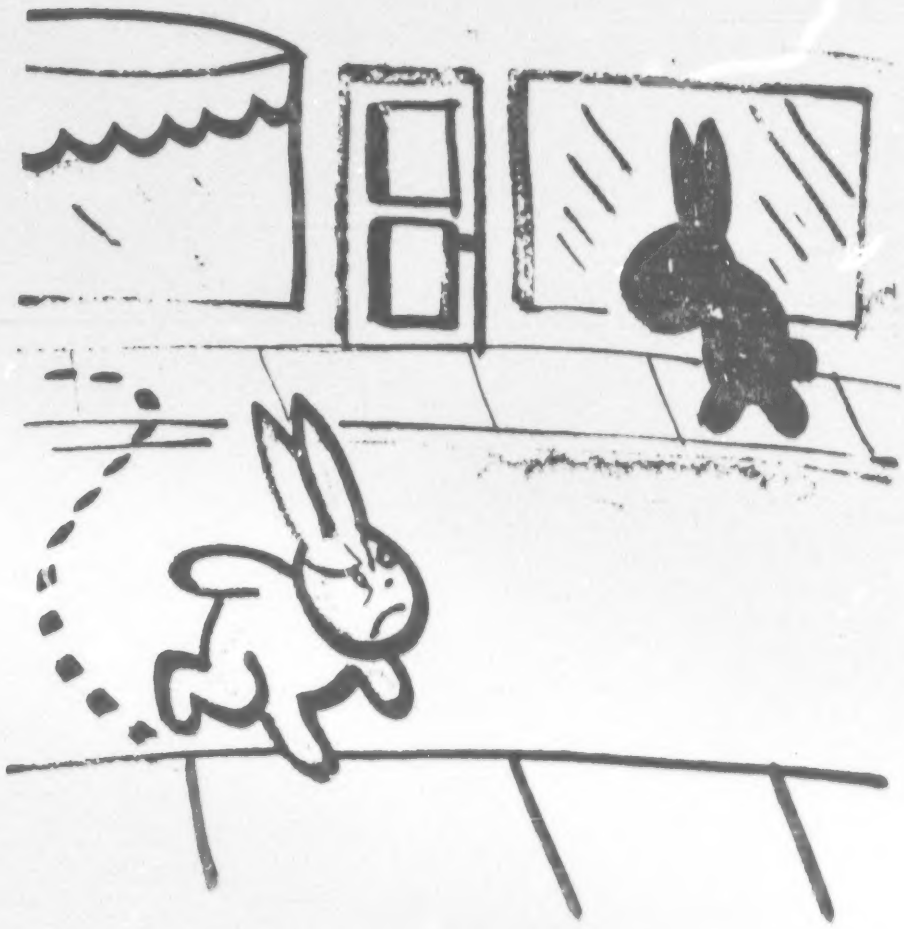
1. Joe was unhappy for no reason as he does not know the rabbit.

   The new rabbit may even be a rabbit that likes to play baseball as Joe does if he would just wait and see. But not Joe.



After that, he was even meaner than before. 17

1. Does it make you feel good to be angry and mean?
2. How do you think Joe feels being so angry? Can he really be happy with his life?



Now he crosses the street if a gray or brown rabbit is on his side. 18

1. Joe is so prejudiced that now he has become the worse kind. He is now a bigot. An extremely prejudiced person or rabbit who cannot control his feelings and what his feelings make him do. He can't seem to control his legs. Poor Joe.

One day he ran out into the street too fast and was hit by a car.

19

1. Again, Joe's prejudice or bigotry has led him to do things without thinking. No control.

The driver who hit him happened to be a white rabbit, just like himself.

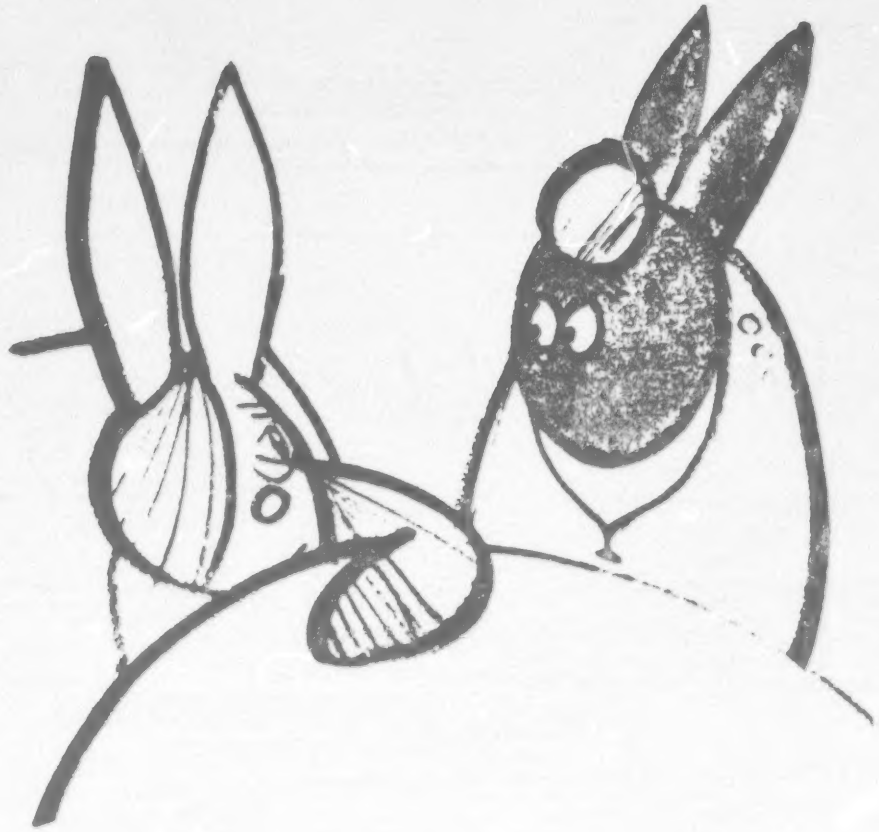
20

1. Read through first time.

2. It's a good thing the driver that hit Joe was white or he might have thought what about the black rabbits?

   Answers might be - did it on purpose
   - want to sue him
   - try to get even with him

PREJUDICE: THE RABBIT BROTHERS



The doctor who saved his life happened to be a brown rabbit. 21

1. Read through then ask:
2. How do you think Joe felt about the doctor and the driver that hit him? See page 20, #2.
3. Turn to 22.

Joe might say,

"Dr. Brown was okay, but all the other brown and black rabbits are no good."

Joe did not learn a lesson from this. He still hated other kinds of rabbits.

22

1. What does Joe really know about the other 2½ million black rabbits?

In fact, he even began to say things about white rabbits.

23

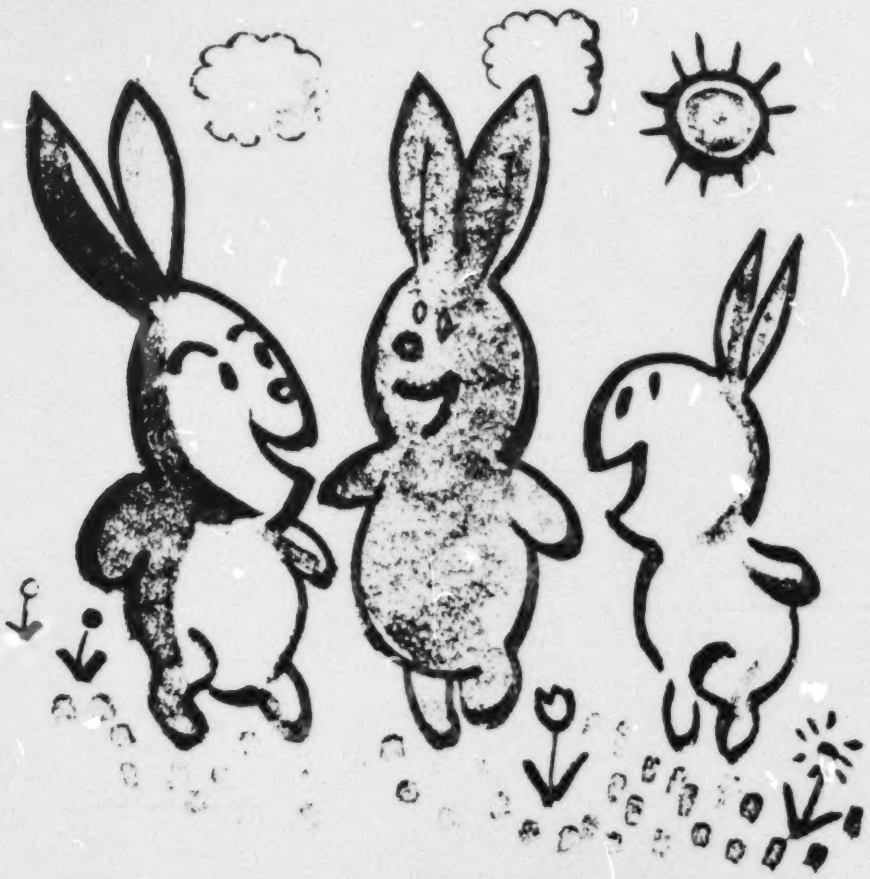
1. Doesn't this make you wonder what Joe thinks of himself?

Does this mean that Joe doesn't like anybody?

24

But let's look at George.

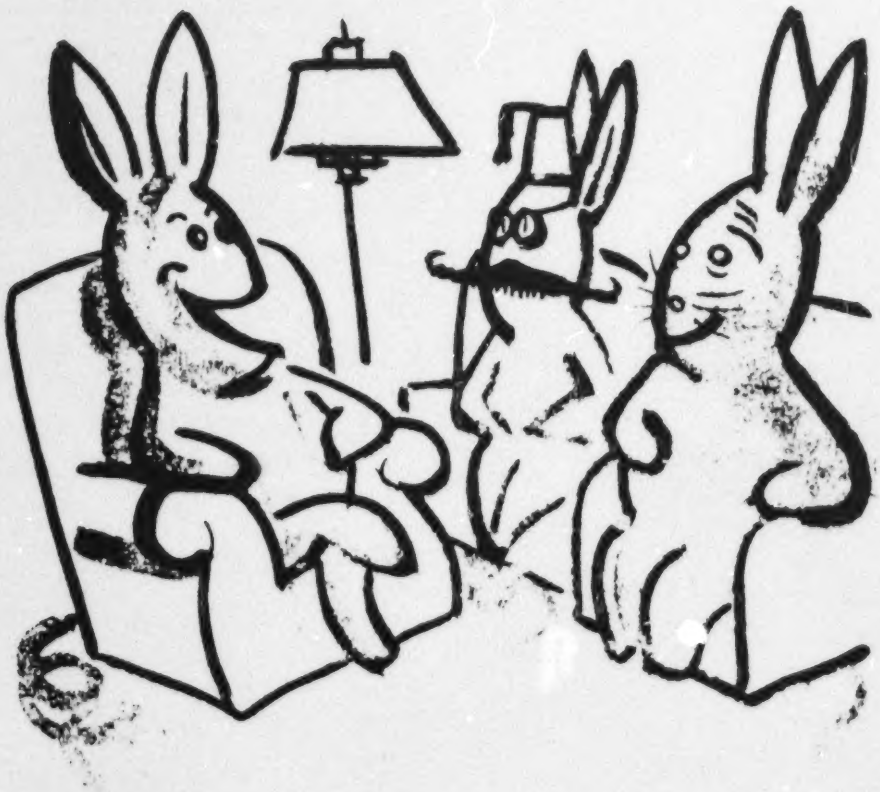
25



While he was growing up, he had all kinds of friends. 26

1. He knew, because of his friendships, that rabbits come in all fur colors. He knows he cannot select friends by their colors. George does "not believe that what you see is what you get." He has to get to know them. George knows all about why rabbits have different fur colors; that the more melanin a rabbit has, the darker his fur will be. (Review activity dealing with skin color differences).

   George knows all rabbits have different abilities and capabilities. Some learn slowly in some things and fast in others as he does in his own way. One of his friends learns to read slowly and write slowly. He does not make fun of his friend and call him a "retard" or "mental." He respects him as he is; as he wants his friend to do for him. (Review activity dealing with learning abilities - mental retardation.)



He tries to see some good in all rabbits.
He invites all kinds of them for dinner.

27

1. He learns a lot about different kinds of Rabbitville foods from his friends, and he is always very excited about different ways of doing things; dances, worshipping, dressing, etc.

He learns a great deal this way.

28

1. Did you ever think about the many ways holidays are celebrated in America?

2. Some Americans celebrate New Year on different dates depending on their beliefs.

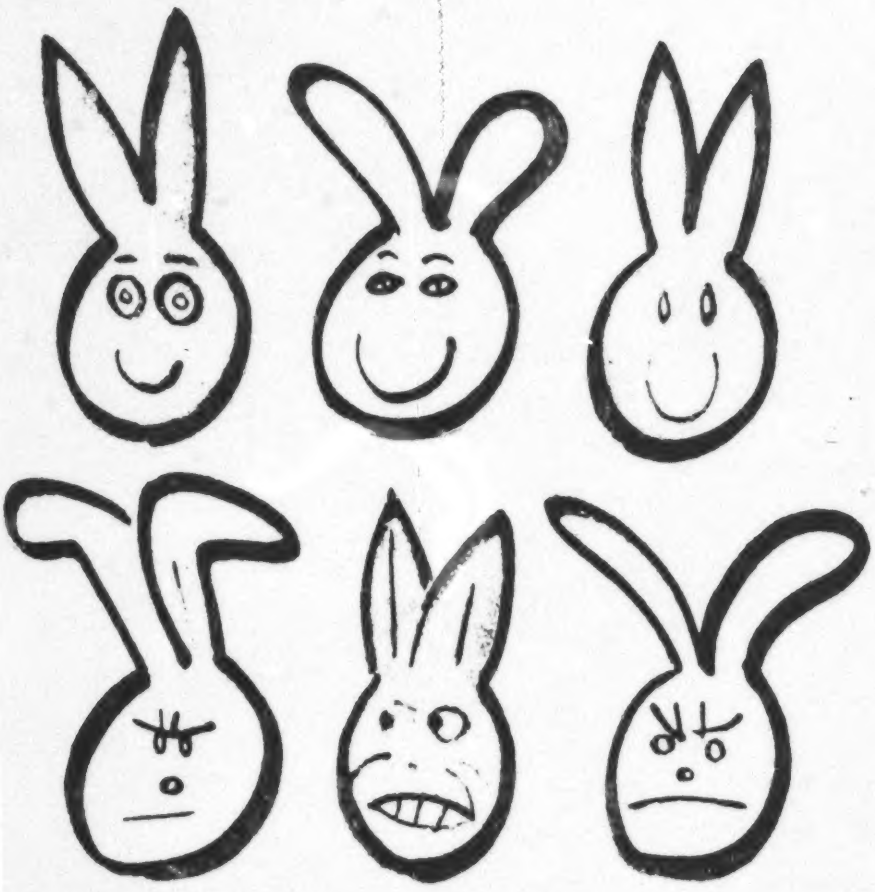
3. Some Americans do not celebrate Christmas, New Year, or any birthdays at all.

He likes them when they're <u>good</u> rabbits...

29

But not when they are <u>bad</u> rabbits... 30

PREJUDICE: THE RABBIT BROTHERS



...No matter what groups they belong to.

31

1. George met all six of these rabbits at Camp Carrot one summer. He decided at the end of the summer that he just could not have three of them as friends. (Who do you think they were..... there are clues drawn in?) A nice way to put it was that they were too exciting for him. They stole things, called other rabbits names, and just kep things always in an uproar. He and the three who became friends had many good times together.

George says...

32

But Joe says... 33

1. Well, I think that is a sad ending to the story of a prejudiced rabbit. He could not like himself so he found it hard to like anyone else. It seems he tried to make them dislike themselves as he dislikes himself.

Then turn to page 34.

Which rabbit are you? 34

1. Discussion to summarize story and lessons learned. Have the students list what they have learned about Joe and prejudice.

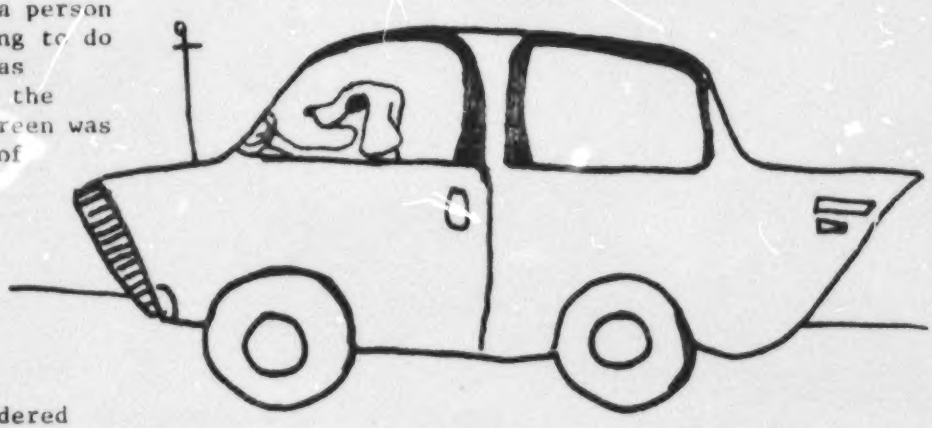
PREJUDICE: SCAPEGOATING

(Story: John and Rover)

Child will be able to give an example of scapegoating. He may describe this behavior as putting the blame for an action on an innocent person.

The following story can be used to introduce scapegoating.

Have you ever met a person who is always trying to do things before he has learned to do them the right way? John Green was one of those kind of people.



Before John was nine years old he had gotten into so much trouble with his parents, friends and neighbors that they wondered if he would ever be able to stay out of trouble.

Once, when John was eight years old, he saw his dad's keys in the car and decided to take Rover, his pet dog, for a ride. In a very short time the house across the street from John had a big hole in it, the car was badly dented, and the street was filled with people who came to see what had made the big crash. Mr. and Mrs. Green ran right to the car to see what caused it to roll backward and there they saw Rover in the drivers seat and John sitting next to him. "What happened, John?" asked Mr. Green. "Rover took me for a ride," replied John. The Greens thought there was something mighty strange about a dog driving a car. After everything was cleaned up and put back into place for the day, John asked again about the car. This time his dad started out by saying he had done a wrong thing by leaving the keys in the car and pointed out that he learned from the mistake by admitting it. He asked John if he had made a mistake? John again laid all the blame on the dog. Mr. Green then told John that he did not believe the dog started the car He added that he thought John started the car and blamed the dog. "I think you have made two mistakes" said Mr. Green. "And I am very unhappy about them."

John sadly admitted his mistakes and apologized to his parents and neighbor. His mom reminded him that Rover needed an apology also. John could not see why.

Can you? Why does John need to show that he is sorry for blaming the dog?

Do you think John would have blamed another child as quickly as he would have the dog?

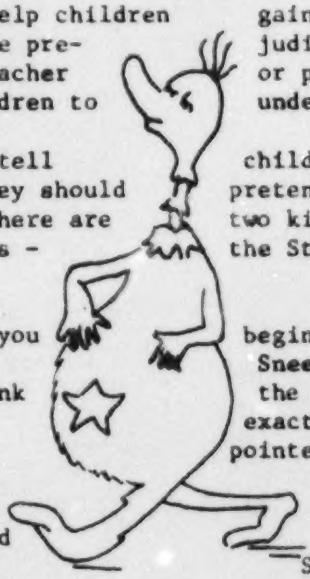
Have you ever done this?

How would you feel if I (the teacher or parent) blamed you for something you have not done. Suppose I had a headache this morning and blamed it on you when I really had it before you got up this morning? How would you feel?

PREJUDICE: THE SNEETCHES BY DR. SEUSS

Preparation: Read the book, The Sneetches by Dr. Seuss

This activity will help children gain a better understanding of prejudice and the nature prejudice. The following are helpful hints to help the teacher or parent develop the concepts which will enable the children to understand prejudice.



Teacher may wish to tell children, before the story, that while she is reading it they should pretend to be Plain-belly Sneetches. Explain to them that there are two kinds of Sneetches who live in the land of the Sneetches - the Star-belly Sneetches and the Plain-belly Sneetches.

I. Page 3 - Before you begin reading - Ask children to tell you how they think the Sneetches with the plain bellies feel? Why? How do you think the Star-Belly Sneetches feel? Why? We really don't know exactly how they feel but they are giving us clues as you have pointed out. Lets begin reading and find out if we are right.

II. Pages 4-5. Read through the pages then ask - How are the Star-belly Sneetches treating the Plain-belly Sneetches? If prejudice is not used as a word to describe the action of the Star-belly Sneetches - ask if they think the Star-bellies could be prejudice? You might want to add that because the Star-belly Sneetches will

Thank the children who volunteered their names.

Conclusions:

Learned prejudice by imitation
Stereotyping and generalizing
Being told untrue things
See activities pertinent to these areas of learning prejudice

III. Pages 6 and 7 - Read through, then ask - How do you think the Plain-bellies feel? What would you do about that in fact, since you are Plain-belly Sneetches, what are you going to do? Acknowledge responses. Suggest it might be well to tell the Star-bellies how bad you feel. Maybe they are acting prejudice because they don't know what it is. Perhaps they have copied the actions of other Star-belly Sneetches so long that they think it is right to act as they are.

not play with the Plain-bellies, it is because of prejudice. Looking at someone and having an opinion about his without even knowing him. The Star-belly Sneetches were not born prejudiced. How did they learn it? Look at the pictures and maybe they will give you some clues. If they have not included in their responses copying from older Sneetches, you may wish to do the following:

Ask if you can use someone's name - seek a volunteer. Proceed with - (page 4). This big Star-belly Sneetch is James and the little Sneetch is his baby brother. Because the baby brother is just learning how to live, he copies many things from James. Here in this picture James is teaching him how to treat Plain-bellies by the way he is acting. He has not told his brother to do what he is doing, but the brother thinks everything he does is right.

Thank the child whose name you used and congratulate him for being such a good sport by loaning his name to the big Sneetch.

Ask if you can borrow three other names. Select three, then assign them to the three Star-belly Sneetches playing ball on (page 5). Story goes like this: Betty and Larry were two little Star-belly Sneetches who frequently played with Plain-belly Sneetches until Janet moved into their neighborhood. Janet told them they should not play with Plain-bellies because the Plain-bellies were bad. She added that the Plain-bellies would beat them up and steal all their toys. Betty and Larry, because they did not know what prejudice was, believed Janet and began to treat the Plain-belly Sneetches unfairly.

Children may ask how Janet became prejudice and you might add that she had a bad experience with two Plain-belly Sneetches. Now she thinks all Sneetches with plain bellies are bad. e.g. two Plain-belly Sneetches tripped her on the way home from the store and made her break her eggs.

IV. Read through pages 8, 9, 10, 11. After page 11 - ask if they think the Star-bellies will treat the Plain-bellies better now that they have stars? Let's see what happened.

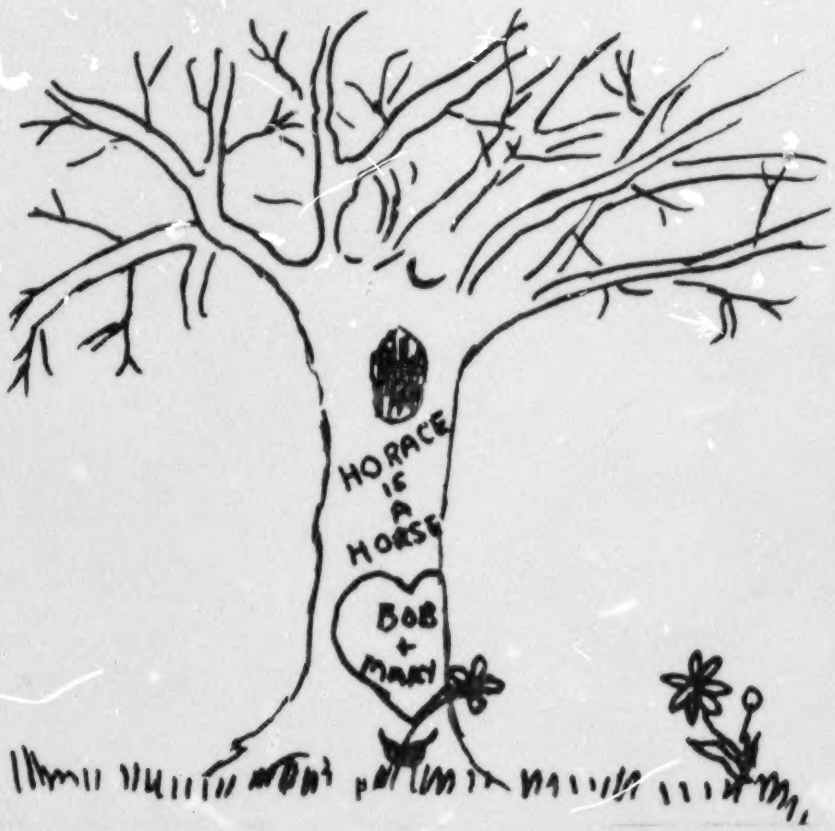
V. Read pages 12-21 - Ask what kind of person is McMonty McBean? Do you think he was seriously interested in the Sneetches?

VI. Read page 22 - Too bad, it seems they have not learned a lesson. They're all alike now in one way. What way is that? (sad)

VII. Read page 24 - They did learn their lesson. Even a fish came out of the water to smile at them.

PREJUDICE: THE SNEETCHES BY DR. SEUSS

Discussion Sparklers



1. How were the Sneetches like people?

2. Do you know any examples of prejudice you would like to share? e.g.

   - against fat children
   - retarded children
   - dark skinned children
   - boys against girls
   - girls against boys
   - American children against children who speak in a different language and have different customs

3. What can be done about prejudiced children?

PREJUDICE: STEREOTYPING "MENTAL PICTURES"

Additional Discussion Questions

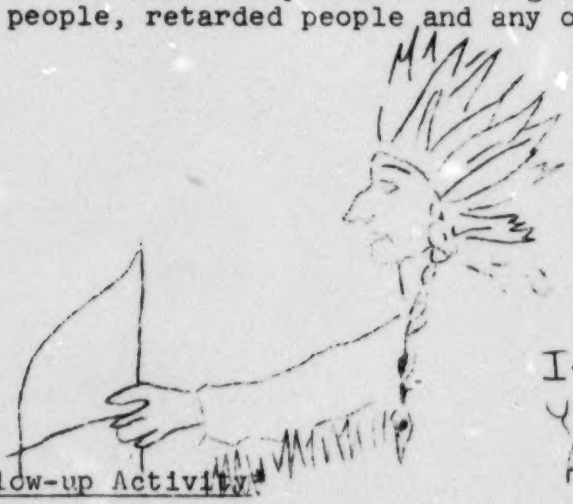
-Discuss with children how they might expect certain things out of Indians by their own mental pictures of them.

-Can you see how your mental picture might make you afraid of Indians?

-Are mental pictures of people good to have? Why -why not?

-Can mental pictures make you treat an Indian unfairly or unkindly?

Repeat the above steps with other groups as Blacks, fat people, Russians old people, retarded people and any other difference.



Follow-up Activity*

-Rather than solicit oral responses to what do you see an Indian doing? Instruct the children to draw a picture of an Indian doing something. Discuss their pictures of the Indian as a person and the activities in which they were participating.

-Follow questions of previous activity.

-Distinguish Indians as they were in the olden days and as they are now.

-Instruct children to go home and ask their families to draw Indian pictures and then discuss the word stereotyping and how it was or was not shown in their drawings.

*Contributed by Joan Krause -Randall Elementary, Madison, Wisconsin. 1st grade teacher. Activity was done in her class with very good results.

List of Names	Origins and Meanings
1. Aba (ah-Bah)	Ghanian name for a girl born on Thursday
2. Angella	This pretty Italian name means "pure one."
3. Bimisi (bee-mee-see)	North American Indian name meaning "slippery." Biminak, is a slightly different name from the same root, "slick roper."
4. Blair	"Child of the fields" Earth name for boys born under the earth signs of the Zodiac: Capricorn, Taurus and Virgo. Other earth names are Basham, Berwin, Boyu, Clay, Dagan, Gorman, London, Nowles, Terrill, Wald, and Winfield.
5. Dacey	"Southerner" modern American name used once only for boys. Also spelled Dacy and Dasi.
6. Elki (El-Kee)	Miwok Indian name from the word Elkini, "to hang over" or "to hang on top of." The connotation is "bear hanging intestines of people on top of bushes or rocks."
7. Eloy (Lh-Lohy)	Spanish for "famous warrior."
8. Kapila (Kah-PEE-lah)	Hindu name also used for boys. Kapila was an ancient Hindu prophet who taught that only through philosophical study can man attain unity with God.
9. Kapuki (kah-POO:-kee)	"First-born daughter." Used by the Bari, who live in Southern Sudan on the banks of the Upper Nile. Order-of-birth names are common in Africa and sometimes become quite specific, as some of the following indicate: Poni (second born daughter) Jwan (third born daughter Pita (fourth born daughter) Sukuji (first born daughter following a son) Kako (girl born after one daughter has died) Sumiti ("fish," for a child born after more than one baby has died) Bojo ("despises of her twin" for a first born female twin) and Jore ("full" for a second born female twin).
10. Kari	Contemporary American form of Carol, "strong" or "feminie." Kari is also used in Hungary.
11. Lani (LAH-nee)	Pretty Hawaiian name meaning "sky" or "heavenly."
12. Larissa (lah-REE-sah)	Russian name from the Greek for "cheerful one."

13.	Mansi (MAHN-see)	Hopi Indian name meaning "lucked flower."
14.	Mara (MAH-ruh)	Used in Russia, Serbia, Hungary and Slovakia as a form of the Hebrew for "bitter."
15.	Rida (REH-dah)	Arabia for "favor" implying the child is in God's favor.
16.	Rimon	A favorite in Israel, Rimon comes from the Hebrew for "pomegranate."
.	Ringo	Japanese for "apple." Since the apple is an oriental symbol of peace, the name has connotation "peace be with you."
18.	Rosmer	"Child of the Sea" or "Sea Horses" Astrological water name.
19.	Ruth	German for "red-haired" or "ruddy complexione often used as a family name.
20.	Zenn (sen-NOHN)	Spanish name from the Greek for "living" or "given life by Zeus."
21.	Zesiro (zeh-SEE-roh)	Common in Ugandi, this name means "elder twin."

The above list is just a beginning. A good resource for contemporary and ethnic names is:

Browder, Sue. THE NEW AGE BABY NAME BOOK. Warner Paperback Library. January, 1974.

PREJUDICE: YOU TALK FUNNY

Shari was born in Madison, Wisconsin. When she was seven years old, Shari's Dad got a new job in Florida. Shari was kind of sad and kind of glad when she heard they would have to move to Florida.

She was glad because she liked warm weather better than cold weather and she always liked to meet new friends.

She was sad because she knew she would be leaving some of her very best friends and her school.

Shari shard her feelings with her mother and her mother understood because she too had the smae mixed feelings as Shari. She told Shari "it is always exciting to meet new friends even though we have to be away from our old ones. We do not lose our old ones because we can write and exchange visits with them." Shari felt better.

After Shari settled into her new house in Daytona Beach, Florida, she decided to go and meet some new friends in her neighborhood. Shari was not shy about meeting new people.

Shari did not have to go far to find children. As she walked out of her yard, which was surrounded by the prettiest bushes she had ever seen, she ran into two girls who were comi ng out of the house next door. She ran up to them and said, "Hi, my name is Shari and I have just moved into this house." They stopped and looked at her in a puzzled way and did not answer. Shari asked, "what are your names?" They then looked at each other and laughed. Shari wondered what she had done wrong but it did not stop her. She continued, "What are these pretty bushes growing around my house? Do they have a name?" The girls really laughed then and said to her at the same time "you really do talk funny - you must be one of those Yankee people." They quickly ran back into their house and yelled back "we don't like Yankees."

Shari went back into her house, really very sad and as hard as she tried, could not keep back the tears. Her mother asked "what is wrong? Shari, What is it?" Shari told her mother the story.

Shari's mother said to her "Shari you do not talk funny but different than the people who live around here. They all talk different too but your difference stands out because they probably have not had any friend from Madison before." She continued, "People from different parts of the country talk differently. We must invite them over for lunch tomorrow."

The lunch was very good. At first the two girls said very little but later talked about their city and asked Shari about hers. One of the girls, Belinda, said, "You talk different but you are really nice." Missy, the other girl said "We thought because you talked different that it was funny and we thought you would act funny. We were wrong, now would you like to come over and meet "Charlie" my pet alligator?"

Shari thought, "alligator - how awful" but did not say it. She felt it would be better to wait and see.

PREJUDICE: "YOU'RE NOT REALLY BLACK, WHITE, RED OR YELLOW"

Draw a sun on the board. Ask children if they know what the sun has to do with skin color. The proceed with the following explanation.

The sun gives off rays that are dangerous to the skin of all people. This protection is called melanin. Melanin is a black pigment (pigment simply means coloring) that is very tiny. So tiny that it can only be seen through a microscope. When the rays from the sun shines on the skin the melanin absorbs or soaks it up and prevents it from burning.

The skin is made up of three layers. The top layer looks like a piece of wax paper. (You can see through it in much the same way you can see through plastic or wax paper). The middle layer among other things houses the melanin. The bottom layer has the nerves and other important body parts in it. Well, what does all of this have to do with skin color differences?

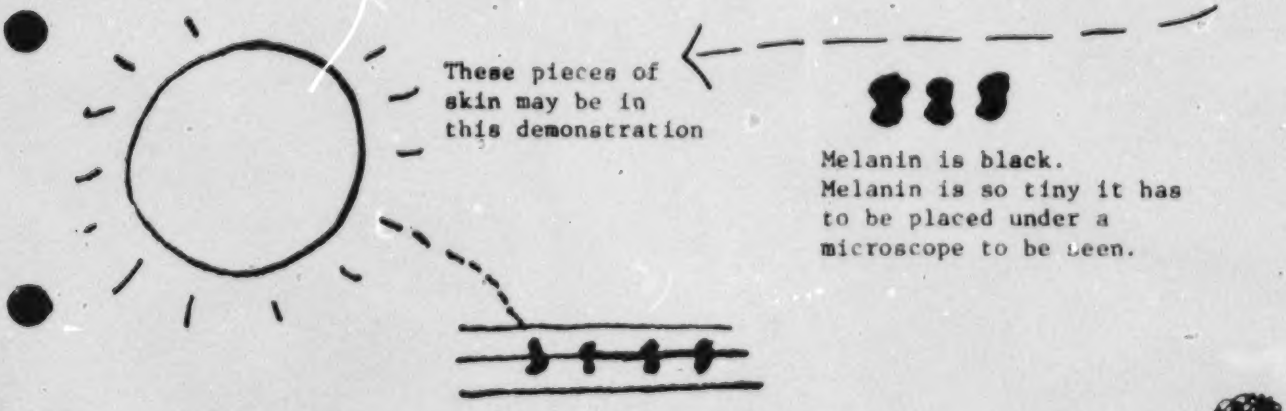
What has this to do with skin color differences?

Let's take a look at some skin under a microscope and find out how the melanin causes the skin to come in different colors.

Teachers may wish to borrow or pretend to borrow pieces of skin from students. Ask to borrow a piece from a light skin child, one darker, then one still darker. Pretend to place skin under a microscope while actually drawing circles on the board with dots in each.

Explain to children that you mixed up the skins and will have to now call them Skin #1, #2, #3. Ask them if they can tell who they belong to. Have them look at the three children from whom you borrowed the skins and emphasize that the dots represent the melanin and remind them that melanin is black.

They should discover that the more melanin a person has the darker the skin will be. A board or felt board demonstration might look like this.


These pieces of skin may be in this demonstration
Melanin is black. Melanin is so tiny it has to be placed under a microscope to be seen.

AND...I LIKE
Ada Phipps Harper

When I wake up in the morning,
I like a little sun;
I like a little laughter, and
I like a little fun

and
I like a little song that
is very light and gay;
like a little tune to
brighten up my day,

nd

I like a little friend to
come and play with me.
I like a little swing in
the shade of a tree,

and

I like a little cooky with
a raisin hidden in it.
(I think I'll have another
in a very little minute.)

and

I like the pretty colors of
the evening's setting sun.
I like a little story when
my busy day is done.

ROLL CALL
laryce Allen

I like to hear the rhyming names
When Miss James calls the roll.

Linda, Jane, Marie, and Bess,
Luaralee, Kristen, and Tress,
Nancy, Ann, Jill, and Karen,
Nina, Suzy, Barbie, Sharon.

Roberto, John, Greer, and Larry,
Harvey, Bob, Victor, Gary,
Charles, Harold, Don, and Phil,
George, Ernest, Fred, and Bill.

SMELLS (JUNIOR)
Christopher Morley

My Daddy smells like tobacco and bo
Mother, like lavender and listeri
Uncle John carries a whiff of cigar
Nannie smells starchy and soapy
and clean.

Sandy, my dog, has a smell of his o
(When he's been out in the rain
he smells most);
But Katie, the cook, is more splend
than all-----
She smells exactly like hot
buttered toast!

FEELINGS: MIRROR EXERCISE

Page One: Do Not Look At Page Two

The Exercise:

Shown below you will see some faces. You will also see some questions being asked of you. Your job is to choose which face answers the question for you. Put an "X" under the face which is the correct answer when this question is asked of you.

QUESTION NO. ONE

Which face is the one most often shown to you by TEACHERS?

1. 2. 3.

QUESTION NO. TWO

Which face is the one most often shown to you by STUDENTS?

1. 2. 3.

QUESTION NO. THREE

Which face is the one most often shown to you by your FRIENDS?

1. 2. 3.

After you have marked your answers with an "X" under the face you think is correct, then make a list in your group of how many votes each face got. Here is an example: If 7 men marked face no. 1 in your group on Question No. One, then that face got 7 votes. How many votes did face no. 2 and no. 3 get? Make a tally for each question. Discuss with each other what the vote in your group means.

Page Two: Mirror Exercise

Now, Imagine that you are seeing yourself walking down the hallway of your school where you work. Mark an "X" by the face which you show in each of the questions below. BE VERY HONEST because only you will see this sheet of paper. We will not tally the votes on this sheet of paper. We will simply talk about it. BE VERY HONEST with yourself.

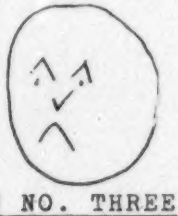
QUESTION NO. ONE

Which face do you show to most of the TEACHERS you meet?

1. 2. 3.

QUESTION NO. TWO

Which face do you show to most of the STUDENTS you meet?

1.  2. 3.

QUESTION NO. THREE

Which face do you show to most of the FRIENDS you meet?

1. 2. 3.

Now, as a group, discuss this last question:

WHAT HAVE WE LEARNED FROM THIS MIRROR EXERCISE?

SOMETIMES I FEEL THIS WAY
John Ciardi

I have one head that wants to be good,
   And one that wants to be bad.
And always, as soon as I get up,
   One of my heads is sad.

"Be bad," says one head. "Don't you know
   It's fun to be bad. Be as bad as you like.
Put sand in your brother's shoe--that's fun.
   Put gum on the seat of your sister's bike."

"What fun is that?" says my other head.
   "Why not go down before the rest
And set things out for breakfast? My,
   That would please Mother. Be good--that's best."

"What! Better than putting frogs in the sink?
   Or salt in the tea-pot? Have some fun.
Be bad, be bad, be good and bad.
   You know it is good to be bad," says One.

"Is it good to make Sister and Brother sad?
   And Mother and Daddy? And when you do,
Is it good to get spanked? Is it good to cry?
   No, no. Be good--that's best," says Two.

So one by one they say what they say,
   And what they say is "Be Good--Be Bad."
And if One is happy that makes Two cry,
   And if Two is happy that makes One sad.

Someday maybe, when I grow up,
   I shall wake and find I have just one--
The happy head. But which will it be?
   I wish I knew. They are both some fun.

FEELINGS: MY MAKE BELIEVE FRIEND

MR. NOBODY
Anonymous

I know a funny little man,
   As quiet as a mouse,
Who does the mischief that is done
   In everybody's house!
There's no one ever sees his face,
   And yet we all agree
That every plate we break was cracked
   By Mr. Nobody.

'Tis he who always tears our books,
   Who leaves the door ajar,
He pulls the buttons from our shirts,
   And scatters pins afar;
That squeaking door will always squeak,
   For prithee, don't you see,
We leave the oiling to be done
   By Mr. Nobody.

The finger marks upon the door
   By none of us are made;
We never leave the blinds unclosed,
   To let the curtains fade.
The ink we never spill; the boots
   That lying round you see
Are not our boots--they all belong
   To Mr. Nobody

MAKE BELIEVE
Harry Behn

I made believe fly
A bird so blue
It glowed like sky--
   And up it flew!

I made believe grow
A tree in a wood

With petals of snow--
   And ther it stood!

I'd love to pretend
A dragon for fun,
But if in the end
   I saw it--I'd run!

So I'll make up a very
Small elf instead
To sing in the moonlight
   Beside my bed.

FEELINGS: WISHFUL THOUGHTS

SOMEWHERE
Walter de la Mare

Could you tell me the way to Somewhere-
Somewhere, Somewhere,
I have heard of a place called Somewhere-
But know not where it can be.
It makes no difference,
Whether or not
I go in dreams
Or trudge on foot:

Would you tell me the way to Somewhere,
The Somewhere meant for me.

There's a little old house in Somewhere-
Somewhere, Somewhere,
A queer little house, with a Cat and a Mouse--
Just room enough for three.
A kitchen, a larder,
A bin for bread,
A string of candles,
Or stars instead,
A table, a chair,
And a four-post bed--
There's room for us all in Somewhere,
For the cat and the Mouse and Me.

Puss is called Skimme in Somewhere,
In Somewhere, Somewhere:
Miaou, miaou, in Somewhere,
S--K--I--M--M--E.
Miss Mouse is scarely
One inch tall,
So she never needed
A name at all,
And though you call,
And call, and call,
There squeaks no answer,
Great or small--
Though her tail is a sight times longer
Than this is likely to be:

FOR

I want to be off to Somewhere,
To far, lone, lovely Somewhere,
No matter where Somewhere be.
It makes no difference
Whether or not
I go in dreams
Or trudge on foot,
Or this time tomorrow
How far I've got,
Summer or Winter,
Cold, or hot,
Where, or When,
Or Why, or What--
Please, tell me the way to Somewher
Somewhere, Somewhere, Somewhere,
SOMEWHERE--
The Somewhere meant for me!

FEELINGS: WISHFUL THOUGHTS

SPACE
nez Hogan

hen I'm big I want to be
A space cadet so I shall see
All the planets out in space--
I'll be a rocketeer, an ace.

I will fly a rocket ship
Zoom! I'll blast off on a trip
To the moon. Through space I'll fly-
In seas of space, beyond the sky.

I'll have space suits and helmets, too.
One for each man in the crew,
So we can breathe when we get there.
(Around the moon there is no air.)

When you're on the moon you weigh
Very little--so they say.
So we'll bounce around and then
We'll zoom back to earth again.

I'D LIKE TO BE A LIGHTHOUSE
Rachel Field

I'd like to be a lighthouse
All scrubbed and painted white.
I'd like to be a lighthouse
And stay awake all night
To keep my eye on everything
That sails my patch of sea;
I'd like to be a lighthouse
With the ships all watching me.

A KITE
Author unknown

I often sit and wish that I
Could be a kite up in the sky,
And ride upon the breeze and go
Whichever way I chanced to blow.